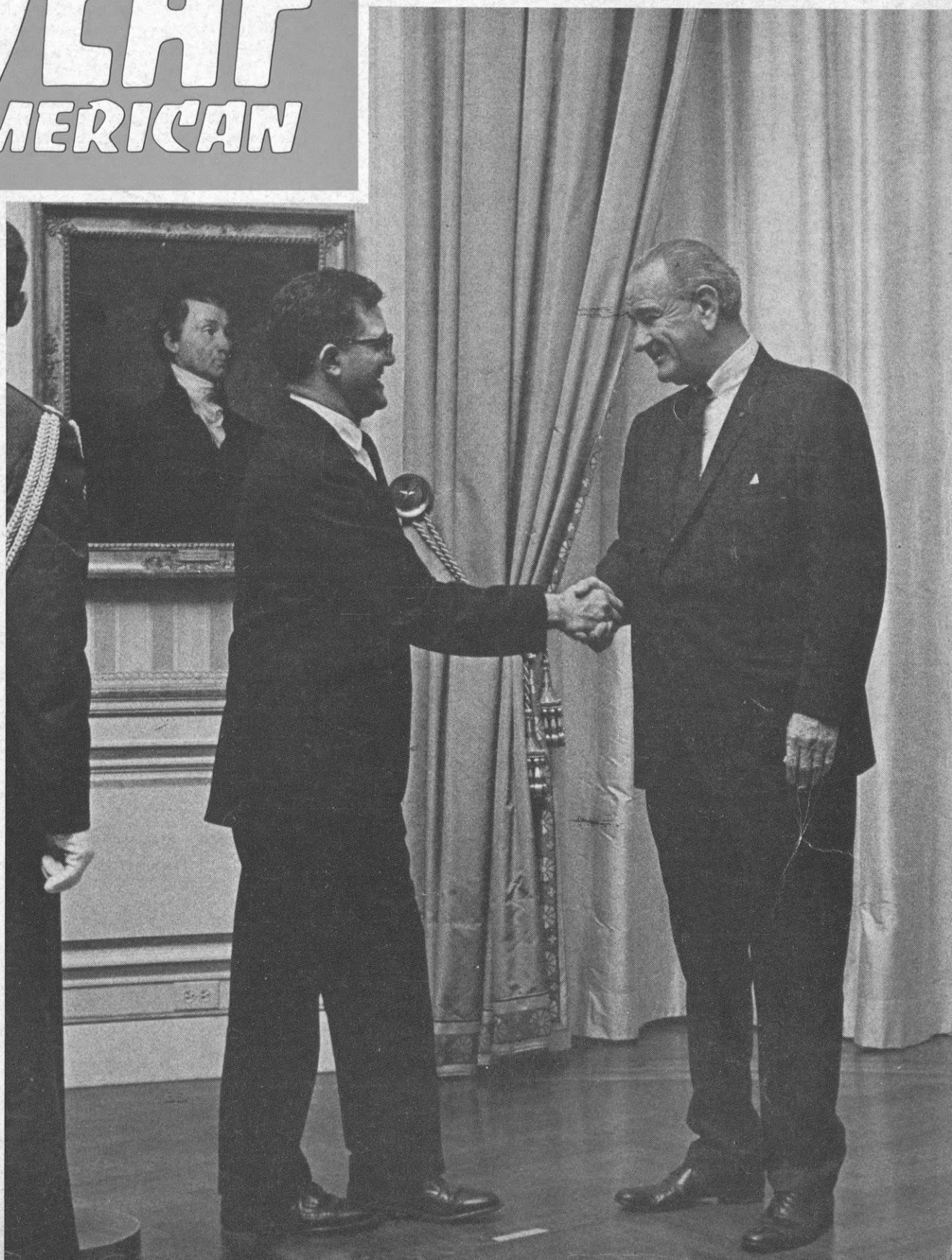


THE **DEAF** AMERICAN

White House Ceremony

CENTER FOR DEAF-BLIND AUTHORIZED

THE NATIONAL MAGAZINE FOR ALL THE DEAF



**DECEMBER
1967**

50c Per Copy

The Editor's Page

Communities Within the Community—And Outside

A comparatively short time ago it was agreeably convenient to speak of the deaf community and let it go at that. The deaf, as well as their leaders, considered the deaf community to consist of those hearing impaired individuals who maintained some degree of association with each other.

Now, with the tremendous resources and talent being focused upon the problems of deafness and the deaf, it is apparent that many differences exist within the so-called deaf community. There is also an increasing awareness that large segments of the deaf population receive little or no attention whatsoever.

Whenever community services are made available to the deaf, it soon turns out that only a minority of the deaf individuals take advantage of the facilities. Whenever a survey is made—and it matters little what kind of survey—it is difficult to make contacts with numerous deaf individuals. Nobody seems to have their names and addresses. It is next to impossible to approach them through an organization. It is remarkable indeed that they are able to exist as they do. We can be sure that they have problems—the common problems of all the deaf as well as their individual problems. They may and may not have day-to-day contacts with others who are deaf. Their reasons for living apart from the regularly constituted deaf community are diffuse and complex.

Certain services and/or activities of organizations of the deaf, the National Association of the Deaf for example, can still benefit all the deaf regardless of status as members of the deaf community. Among the benefits are safeguarding the privileges of driving automobiles, protection of legal rights, promotion of employment opportunities and rehabilitation measures.

Countless deaf individuals disdain association with the so-called deaf community entirely. Others form communities within the deaf community—avoiding the more formal organizations. They may have “belonged” at one time or another and then either cut all ties intentionally or simply have drifted away.

The above mentioned disassociation is not governed by methods of communication or theories or

educational backgrounds. This may come as a surprise to some of the outside “experts” who like to believe that the deaf are either “oralists” or “manualists.”

What are we driving at? Regardless of the characteristics of the deaf community and those countless individuals who do not belong to it, the National Association of the Deaf—as well as the Council of Organizations Serving the Deaf—strives to help all the deaf.

Television Programs

We have not seen any statistics concerning the number of television productions of the network variety having deafness or deaf characters in their format, but we dare say there have been a dozen or so within the last year. They have ranged from the “Johnny Belinda” revival starring Mia Farrow to the “documentary” with a John Tracy Clinic setting portraying the teaching of speech to a very young deaf girl. As we type this, our television set has the weekly Judd for the Defense episode on the screen. It is a fictional story based—we suspect—upon the recent Christensen adoption case. (And a “stinker”!)

As a rule, producers of television programs should consult “authorities” or “experts” when dealing with out of the ordinary topics. Some of these shows have been lurid misrepresentations; others have been exaggerated and slanted presentations; some have been rather well done—with little for the deaf themselves to find fault with.

We wish there was more adequate advance notice of such programs being planned. We would appreciate several weeks’ notice as to schedules. At present about all that comes out are the brief publicity releases to daily newspaper television editors and an occasional mimeographed announcement with the advise that “local television schedules be watched” for the show date and time.

Season's Greetings

Best wishes for a Merry Christmas and a Happy New Year to readers of THE DEAF AMERICAN, accompanied by our promise to try harder than ever to lick those schedule difficulties which have plagued us for several months.

The DEAF American

Official Publication of the
National Association of the Deaf
EDITORIAL OFFICE
5125 Radnor Road
INDIANAPOLIS, INDIANA 46226

Postmasters: Send Form 3579 to
National Association of the Deaf
2025 Eye Street, N. W., Suite 321
Washington, D. C. 20006

Volume 20, No. 4

December 1967

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THE DEAF AMERICAN is published monthly
except joint July-August issue. Office of publication: 5125 Radnor Road, Indianapolis, Indiana 46226. Second class postage paid at Indianapolis, Indiana.

Subscription rates: United States and possessions, the Philippine Islands, Canada, Spain, Mexico, Central and South American countries except Guianas, 1 year \$4.00; other countries, 1 year, \$5.00.

Correspondence relating to editorial matters, articles, and photographs should be addressed to JESS M. SMITH, 5125 Radnor Road, Indianapolis, Indiana 46226. Letters referring to subscriptions, advertising, changes of address, etc., should be addressed to THE DEAF AMERICAN, 2025 Eye Street, N. W., Suite 321, Washington, D. C. 20006. Notification of change of address should reach the business office by the first of the month preceding publication. The advertising in THE DEAF AMERICAN does not necessarily reflect the editorial policy of the magazine.

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DECEMBER, 1967

Impressions—Reflections—Conclusions From The NAD Exhibit At The NRA Conference In Cleveland, Ohio, October 1-3, 1967

By LOUISE HUME (one of the booth's attendants)

Our booth was just a small niche in a vast myriad of exhibits at the National Rehabilitation Association Conference. Although it lacked the lighted displays and other captivating features of the more pretentious ones, it had a splendor all its own. It emitted from the letters of the overhead placard signifying that the deaf had a place in this magnificent event and seemed to impregnate the pamphlets, brochures, publications and other forms of information, relating to the deaf, from the Ohio Association of the Deaf, Gallaudet College and the Ohio Home for Aged Deaf, as well as that of the National Association of the Deaf, sponsor of the exhibit, on the yellow nylon-skirted table below.

From the identification badges of those stopping by, we noted the high professions held by many and that the visitors came from all parts of the country. Some admitted that they were "just looking." Many, however, had specific questions and requests for information on particular subjects. Most requests were taken care of through the material on display or that available from the NAD Home Office or Gallaudet College. Predominant requests were for information on vocational rehabilitation. Some wished to know the names and locations of residential or day schools in particular areas. Others wished to know where they might attend classes in the language of signs. (Through later checking, we were able to help several of these and they are now proud beginners in classes in their hometowns.)

Some of the questions were:

What is meant by the communication barrier?

What is the difference between deaf and hard of hearing?

What is the difference between retarded, brain damaged and emotionally disturbed?

Is it not possible, through proper instruction, for any deaf or hard of hearing person, of average ability, to learn to read lips?

Why are some deaf and hard of hearing persons expert lipreaders and others unable to do so at all?

How long does it take to learn the language of signs?

Can the left hand, as well as the right, be used to fingerspell?

Why is the language of signs not taught in the public school system?

In which professions have the deaf been most successful?

In which trades are the deaf most proficient?

Reflections

In as much as our own director of special services to the deaf and hard of hearing, in the Ohio BVR, Mr. Francis J. Gattas, follows the policy of arranging for every counselor for the deaf and hard of hearing to have special instruction in the use of the language of signs, I was understandably conscious of the fact that hardly any others stopping by, whose service involved the deaf, were familiar with the use of our language. After the first of the assembly meetings, which were interpreted, there was an avalanche of requests for alphabet cards and order blanks for the book on the language of signs we had on display. Our supply of over 400 alphabet cards was depleted before the conference closed.

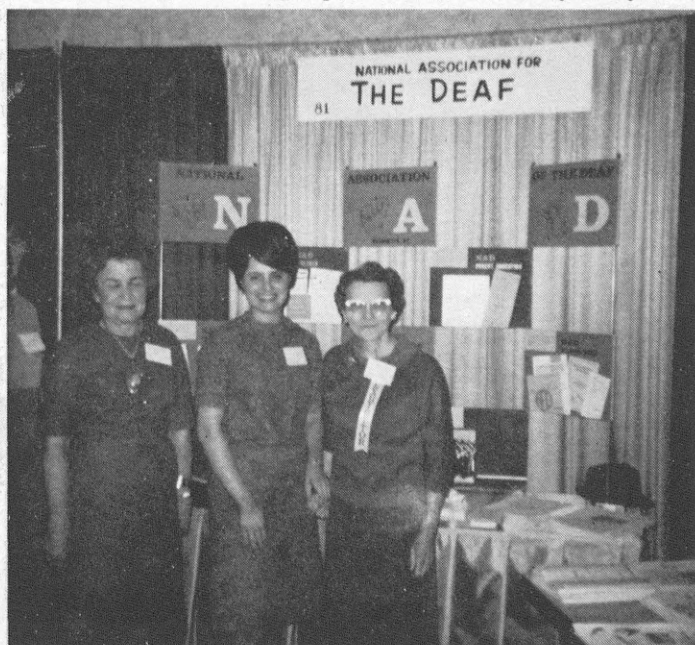
Our booth quickly became the favorite gathering place for all the deaf attending the conference, and their friends to exchange pleasantries, seek one another or simply to rest tired toes. The booth was set up by Robert O. Lankenau, NAD representative, and Mrs. Lankenau, who served as attendant the entire three days of the conference—commuting each day between Akron and Cleveland.

We felt honored when Mr. Edward F. Rose, Director, Program for Selective Placement in Washington, D.C., took time out from his busy schedule to stop by for a pleasant visit with us. Mr. Rose was former director of Employment Programs for the Handicapped, and through his efforts, combined with those of Mr. Frederick Schreiber, Executive Secretary of the NAD, an effective program in Civil Service for the deaf has been established.

Another visitor of note was Mr. Albert G. Seal, of the Baton Rouge, Louisiana, BVR and winner of the NRA award for outstanding contribution toward vocational rehabilitation service to the deaf. Mr. Seal's business card has the manual alphabet printed on the back. Although Mr. Seal came to our booth seeking information, we wonder if he did not leave with us more than he departed with.

And there was the BVR counselor from Memphis, Tennessee, who, through his glowing accounts of the progress being made in this fair city, momentarily carried me back, in reminiscence, to my much loved hometown in Dixieland.

And the one from the BVR in Illinois who lamented his inability to learn to fingerspell and declared dejectedly that



NAD EXHIBIT—At the National Rehabilitation Conference in Cleveland this fall, the National Association of the Deaf had a booth which drew many visitors seeking information. At the left, Mrs. Louise Hume, booth attendant, answers a question. At the right are the three interpreters who served at various times: Mrs. Carrie Belle Dixon (partially obscured), Mrs. Margaret Moore, Miss Karen Dixon and Mrs. Hume.

it had taken him more than three weeks simply to learn to spell "hello." He was so elated when we demonstrated the short cut sign for the word, he vowed that he had become an advocate of the language of signs for life.

We enjoyed the visits of a former Ohioan, Stanley Benowitz. He is now a New Yorker, serving as a member of the Governor's Committee on the Handicapped. (His exact status eludes me.) Mr. Benowitz has the distinction of being the only deaf visitor from out of state at the conference. He learned of it through the **Ohio Chronicle** which proves that it pays to retain ties of former school years.

Many deaf visitors were on hand for the address of Mr. Roger M. Falberg, Consultant to the Deaf, Kansas City General Hospital and Medical Center, Kansas City, Missouri, at the Monday afternoon session. Mr. Falberg was the only deaf participant on the entire program and it was not until it was time for his address that it was learned that he would not attend.

Becoming weary while making the rounds of the exhibitions, one BVR official took a seat in our booth, to rest and enjoy watching our "mechanical conversation," which he professed to find highly diverting and fascinating.

Although by no figment of the imagination is Boyd D. Hume a slow poke, nevertheless, he had to think and talk fast to keep pace with the stream of rapid fire questions of the colored BVR counselor for the deaf, from South Carolina. BDH was seen to remark afterwards that he was certainly glad the energetic gentleman was in service to his own favored group—the deaf.

Our sincere gratitude to:

Mr. Francis J. Gattas, director of services for the deaf and hard of hearing in the Ohio BVR, for instigating the idea of having the deaf represented at the NRA conference, for the first time since its inception in 1925.

Mr. and Mrs. Russell S. Moore, chairmen of our association's Vocational Rehabilitation and Education Committees, respectively, and our association's official representatives at the conference—for a job well done.

The interpreters—Mr. and Mrs. Moore, Mrs. Virginia Lewis, Miss Karen Dixon, Miss Nellie Gillespie and Boyd Hume—who, when time and opportunity permitted, served willingly and well at our booth.

Conclusions

Statistics indicate that today more people are reading than in any time of history. "An informed person is an interested person" has never been more true. During a three-day period, from one central location, information relating to the deaf—through the form of pamphlets, publications and other means of the written word—was diffused to all areas of the country. And through the members of a group of people whose professions relate to service to the handicapped in

Ohio's Leroy Mockler Still Working At 75

Leroy Mockler, Archbold, Ohio, is still a "young" man, even though he was 75 on November 3, 1967.

He lives by himself in a rooming house in Archbold and works at least 40 hours a week at the Archbold Buckeye, a weekly newspaper, where he operates a linotype and printing press.

He likes to smoke long cigars, goes out on the town at least once a week and enjoys visiting with a lifelong friend and classmate, Norbert Pilliod, Swanton, Ohio.

Mr. Mockler and Mr. Pilliod became acquainted at the Ohio School for the Deaf in Columbus in 1902. Mr. Mockler learned to operate a linotype at the school and Mr. Pilliod became a tailor.

In their later years they both are semi-retired. Mr. Mockler spends all of his free time at the Buckeye office, and when he is off duty he putters around with the job presses, cleans the office or makes work tables, stools and ingenious labor-saving devices of all kinds. Mr. Pilliod tends a truck patch and orchard at his country home near Swanton.

In the picture, Mr. Mockler is shown with the beard and centennial garb which he displayed during the celebration of Archbold's 100th year in August 1966.

He has a brother Floyd, who grew up with him in their hometown of Archbold, but following a crippling accident during World War I, Floyd now resides in Arizona and is a successful real estate dealer who travels widely. Roy has accompanied him on several trips through the western states.

Leroy's brother-in-law, Dick Pasman, Phoenix, Arizona, who married his half-sister, Evelyn, gave him a television set which he enjoys with the hearing aid his brother Floyd gave him.

Roy's sister Nola and her husband, Mr. and Mrs. Ray Griswold, have a few beautiful Arabian horses. They stay at their cabin at Prescott, Arizona, all summer. She is a retired schoolteacher.

Although Roy's brother and sister can



Leroy Mockler in centennial attire.

hear, they use the language of signs with speed and accuracy.

Roy visits his relatives about once a year, spending several months in their homes and touring the West with them. He enjoys fishing and horseback riding.

In a recent issue of the **Ohio Chronicle**, the newspaper published by the Ohio School for the Deaf, the editor had this to say about Roy:

"This former Ohio Schooler is an alert and popular figure from Phoenix, Arizona, to Columbus, Ohio. His world-traveled relatives in the Southwest welcome him and he reports grand times visiting at their beautiful homes from time to time. Leroy also has been a loyal and able reporter to the **Chronicle** for many years."

JUNE 17-22, 1968

NAD Convention . . . And Fun
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one form or another many to the deaf in particular.

This information can be studied and given undivided attention in quiet hours.

It leaps language barriers.

It can be read over and over until all facts are fully comprehended.

It can be referred to as the need arises.

It is the most economical media for informing others of our problems, needs, potentials and contributions to life.

Through it we can expect to gain vastly improved and expanded community relations, strength and progress in our appeals for a better overall program of services.

As a result of the inspired interest and cognizance of the importance of the use of fingerspelling and the language of signs, we cannot help but believe that many lives will be enriched and that the long-time breach, created by the lack of

understanding in this respect, will slowly and surely be bridged.

If we are to take proper advantage of the tremendous experience of our being able to display favorably our wares to a public of thousands—we must continue to use this mass media technique. It has a mighty influence with the public. Concentrated efforts should be made to have interpreters at every important meeting possible—local, state and national, whether or not more than two deaf persons are in attendance. And these interpreters should be on the platform with the speakers, where our language of signs will be given prominent notice.

Plans are already being formulated by our association to sponsor an exhibition booth, for the first time, at the Ohio State Fair in 1968. Our candle has been lit. Let us cherish everything that reinforces the determination to keep it shining.

Projected Trends In Language Development For The Deaf *

By DONALD F. MOORES, Ph.D.

Assistant Professor, Special Education, University of Minnesota

If we were to compare a typical five-year-deaf child to a five-year-old hearing child, there would be little or no distinction between the two physically or mentally. The most obvious difference, of course, would be in the poor speech of the deaf child. Unfortunately, because his inadequate speech is so noticeable, too many people, including some teachers of the deaf, conclude that this is the main problem of deafness. However, speech is only one aspect of the fundamental difficulty. The problem which differentiates the deaf from the hearing child is a language insufficiency, of which speech is only a part.

By the time a hearing child begins school he has at his disposal a tremendous tool—language. He can use it as a facilitating device for acquiring new information. He is so proficient that he is capable of producing novel yet appropriate utterances. He can say things that he has never said before and understand things he has never heard before because he has a knowledge of, a control over, the structure of his language. He has this amazing ability, this knowledge of the rules of his language, at a period in which he may be limited in other areas. A three-, four- or five-year-old may not be able to tie his shoes, count to ten or tell his left hand from his right, **but** he has the specific ability, far superior to that of an adult, to acquire language easily, almost unconsciously.

Consider the deaf child on the other hand. For him, language is not a tool or a facilitating device. He may not even be aware of the existence of such things as words. For this child, language is an obstacle that must be overcome consciously and laboriously. Frequently a deaf child learns not because of language, but in spite of it. A large part of curriculum in programs for the education of the deaf are aimed toward providing the hearing impaired child with a modicum of the linguistic proficiency with which normally hearing children begin their educational process.

We are faced then with a paradox of language. It appears to be very simple and extremely complex at the same time. Proof of its simplicity lies in the fact that it is learned so easily by children and in a short period of time. Even most retarded individuals learn their language, given a satisfactory linguistic environment, that is, an intact auditory channel and sufficient linguistic input. Yet, if it is so simple, why cannot we teach language satisfactorily to deaf children in the course of their 12, 15 or 18 years in school? What is there about the process of language acquisition that is

so baffling to us? Perhaps a close look at the phenomenon of language development in normally hearing children can provide some answers for us, or at least suggest some changes in emphasis in attempts to teach language to the deaf.

The relatively new field of psycholinguistics might be the vehicle to serve our purposes. Studies of language development in the last five to ten years have taken a radical shift in direction and the results have constituted an explosion of new insights and knowledge. Traditional investigations assumed that children learned their language by imitation, principally of their parents. Language was seen as developing by a gradual process in which parents slowly shaped more and more "grammatical" utterances by means of selective reinforcement. The child's language was judged for "correctness" in terms of how closely it approximated the spoken language of adults.

Recent work in psycholinguistics has been conducted within a completely different theoretical framework. The language of the child is not perceived in terms of an adult model. Instead it is approached, with no preconceived notions, as a language which might be unique in itself, possessing its own rules and structure. The study of children's language is similar in many respects to the study of Russian, Swahili, Navaho or some other exotic language.

Perhaps the most significant result has been the finding that language does not develop gradually in a child solely by means of selective parental reinforcement. Language explodes. It blossoms. It blooms. It erupts. The child makes great inductive leaps. He learns his language by interacting with it, by actively coping with his environment. He does this on the basis of unsystematic, usually unplanned, input on the part of his parents. It also appears that the child develops his language through a number of successive, increasingly complex stages and that the structures at the earliest, most primitive, levels are similar for all children no matter what language their parents speak.

Part of the difficulty encountered in traditional investigations of language was due to an inability to realize that language exists simultaneously on the three levels of **sound, shape** and **sense**. The sound system or phonology, is usually mastered before the age of four. True, the child might not be able to produce a distinct **y** or **w** or **l** sound at this age, but he has them under passive control. He can distinguish between them when spoken by someone else. The shape of a language, its grammar, for all intents and purposes, is learned by the age of five. Even though, at this stage, a child still makes

mistakes in terms of adult language, they are eliminated within a short period of time. The sense of a language has to do with its meaning and its vocabulary. Although people may continue to add new words to their vocabulary throughout their lives, the bulk of the words people know are learned before the age of 20.

The advantage that the hearing child possesses is his unconscious mastery over the first two levels of language. He is able to handle phonology and grammar almost automatically and can concentrate on meaning, both in sending and receiving messages. The deaf child, because of a history of insufficient input in his environment, typically cannot approach communication in the same way. He must try to filter meaning from messages through an inadequately developed linguistic system. The result is a child whose intellectual potential may be normal but whose achievement is limited because of our inability to provide him with the basic tools of linguistic competence.

It has been noted that the child, in developing linguistic competence, moves through a number of stages. Sometime around the age of 18 months a child moves past holophrastic, one-word utterances. Prior to this, for example, he might use the word "milk" and some appropriate tone of voice and gesture to indicate that he wanted some milk, he liked the milk or that he spilled some milk. The first two-word utterances of children have been called "pivot" grammars and typically consist of a "pivot" word and an "open word." Pivots operate much like function words in adult grammar: they provide the structure into which more meaningful units can be placed. Open words are similar to nouns and verbs in adult language; they carry the context of the message. A child usually has a small number of pivot words and a relatively large number of words in the open class.

The child rapidly moves past two-word utterances into more complex pivot type expressions. At each step, the structure of his language comes more to resemble that of the language spoken by adults in his environment. Consideration must be given to how children who start out using similar pivot structures in their expressions mature to speak languages with a bewildering variety of grammars. If language just developed naturally, then children would mature to speak languages that had more similarity to each other. If language were a purely biological matter, then the teaching of language to the deaf would not be such a tremendously complicated, frustrating, controversial task. The breakthrough, if one is to come, lies in understanding the processes and procedures operating during the approximately two-year span from the time

*An address to the Minnesota Association for the Hearing Impaired on November 11, 1967, at Faribault, Minnesota.

the 18-month-old puts two words together to the stage at which the three- or four-year-old may be said to be linguistically competent.

The results at the present are tentative, but there are indications of the existence of factors of great importance for language development. Apparently there are three processes by which the child acquires his language ability. The first of these is **imitation**, which suggests the need for an adult model. However, it should be noted that the child does not imitate the parent exactly. It is an imitation by reduction and the utterance is produced in terms of the child's present structures. Thus a child who has not incorporated the present progressive into his language may take his mother's, "John is playing ball," and reduce it to, "John play." or "Play ball."

Much more than just imitation is needed to develop linguistic ability. If imitation itself were sufficient, then children could learn their language simply by watching television. This, of course, does not happen. Some type of interaction between a child and a fluent speaker of the language seems to be necessary. A second important process is **expansion**, a sort of parental imitation in reverse. A parent takes a child's utterance, changes it into grammatical English and gives it back to the child. In this way, "Go truck," might be expanded to "Yes, there goes a truck." As a result of these two processes the child makes the final, most important breakthrough. He achieves **induction** of latent content. He realizes that his language is systematic, that he can apply general rules in creating and understanding sentences. On the basis of a limited vocabulary and the knowledge of the rules of his language he can combine and recombine the elements of his language to express new ideas in a form comprehensible to any person familiar with the language.

At first the child tends to overgeneralize the most common rules of his language. Just as the rules are applied correctly to produce words such as **walked**, **boys** and **hottest**, they also tend to come up with regular, yet inappropriate, combinations as **runned**, **mans** and **goodest**. Interestingly enough, a child might make mistakes at this period of development that he did not make at more basic levels. It is not unusual for a child, to say **went** at the age of three, but to produce **wented** or **goed** at the age of four. This should not suggest that the child is regressing. On the contrary, it is indicative of an exciting new ability to manipulate his language by applying general rules. It is proof that he operates on his language, he does not learn it purely through imitation or through a gradual shaping process.

Implications

The new insights into language development of normally hearing children are interesting, even fascinating, by themselves, but we who are concerned with developing the language skills of deaf children should ask what the practical implications of such findings are for our

purposes. I believe our growing knowledge of the phenomenon of language development will exert great influence on our programs in a variety of dimensions. I would like to comment on a few of the most important considerations.

Critical period. In view of the evidence that children learn their language quite rapidly and that children are superior to adults in learning a second language, it is highly possible that a critical period, or at least an optimal period, exists for language acquisition. The specific ability to develop language appears to hit a peak around the ages three to four and tends to decline steadily thereafter. Perhaps any language development program that is initiated after the age of five, no matter what methods are used, is doomed to failure for the majority of deaf children. It is imperative that all deaf children receive language not at six, or five or even four, but as soon as their hearing loss has been discovered. Implicit in this also is more systematic procedures for early identification of hearing impaired children.

Teaching versus learning. The frightening possibility must be faced that language cannot be taught but must be learned by the child. If children in all cultures learn languages by progressing similarly through a number of stages, perhaps this sequential process is mandatory. If so, attempts to teach language by direct imposition of an adult grammatical model will never succeed. It has been remarked, with more than a small degree of truth, that it is fortunate schools usually do not begin the study of grammar until about the age of eight; by this time children have already acquired all the grammatical ability they will ever have and it is too late for educators to mess up the process!

In the final analysis, the most efficient approach is to provide the child with a language environment as close as possible to that enjoyed by the hearing child. If language cannot be taught, we should be able to structure the environment in such a way as to enable the deaf child to learn it. The initial focus should be not on a school situation, but on the home. This does not mean that all mothers of deaf children should function as teachers. It has been frequently stated, and commonly accepted as a rough rule of thumb, that an average child has acquired one-half of his knowledge by the age of five. This is not achieved on the basis of formal parental instruction but by providing the child the tools and environment for learning. In this respect the role of parents of a deaf child should be that of learning facilitators, not teachers. This is a significant distinction which must be understood.

Imitation and expansion. Research on the relative importance of child imitation and parental expansion is inconclusive, yet it seems logical that both are necessary to some extent in the development of language competence. The problem comes down to developing some means for the mother to provide good,

clear, grammatical forms for the child to imitate and to enable the child to express himself in a manner understandable to the mother, allowing her to provide appropriate expansions. The absence of such a mutually intelligible communication system greatly limits or even precludes the development of linguistic abilities.

Conclusions

On the basis of the findings presented above, there can be little disagreement with the statement that deaf children must be reached as soon as possible. Consensus is growing on this point. Greater involvement of parents in helping deaf children learn their language is also foreseeable in the near future. Controversy mainly centers around how to provide most efficiently the child with a language environment and with the tools to develop competence.

For a long time it has been my contention that we have had our priorities mixed up. If fingerspelling and/or language of signs are ever going to be of any benefit, they belong at the beginning of the educational process, not at the end of it when language patterns have already been set. On the basis of recent developments in psycholinguistics and my experience with deaf children, I believe that a combination of fingerspelling and speech would be the best approach for deaf children. Completely oral approaches make it extremely difficult for most deaf children to imitate language patterns. In addition, the speech of most young deaf children, except for single words, is frequently unintelligible even to mothers, and it is extremely difficult to provide appropriate grammatical parental expansions. Also, one requirement of a proficient speechreader is that he be linguistically proficient. The nature of speechreading is such that the individual must have a feel for his language, that he be able to fill in the less visible elements on the basis of his knowledge of its patterns and grammatical sequences. If an individual cannot do this, he may be able to decipher individual isolated words but he cannot be considered a fluent speechreader. To develop language ability through speechreading is a very difficult process. Would it not be better to try to establish language ability and then, on the basis of this proficiency, develop oral skills? Perhaps the results would produce not only better language but also better speech and speechreading in deaf children.

Although the language of signs is a wonderful means of communication, it differs from English in many ways and is of limited value in the growth of language. In using signs, many of the small function words are omitted and it is impossible in most cases to form different word endings to indicate plurals, verb tenses, adverbs, etc. These are the very ingredients which are necessary for a mastery of English. It might be better to discourage the use of the language of signs in children at least until after they have developed linguistic abilities.

The simultaneous use of fingerspelling

and speech would seem to meet our needs perfectly. If parents were encouraged to fingerspell as soon as a child could be diagnosed as hearing impaired, a language environment similar to that of the hearing child could be established. They should not just spell at the child. All communication, no matter to whom it might be directed, should be spelled and spoken. This includes conversation between parents, between parents and hearing children in the family, and even involves the mother spelling to relatives, neighbors, salesmen, the butcher, the baker and the man at the gas station. In this way, a child would be submerged in a sea of language. He would have a vehicle for imitating the language of his parents and the parents, in turn, would be able to provide appropriate, intelligible expansions. For many children it is feasible that their dependence on fingerspelling could be systematically reduced as they developed increasing grammatical

and speechreading abilities. This approach could conceivably produce more orally proficient deaf children than the "pure oral" method!

The primary consideration is the mother of the deaf child. Would she be willing to make the effort to provide such an environment? Parents are far more open to suggestion than we give them credit for. With proper guidance, motivation and understanding of the reasons for such a program, most mothers should be more than willing to follow it.

Finally, will this approach produce linguistically able deaf children? I honestly do not know, but I strongly suspect so. Theoretically it is sound but has never been investigated in a systematic manner. As long as 300 years ago the use of fingerspelling by mothers to develop language in very young deaf children was advocated and still we do not know for sure if it has any special benefits! It is about time that we found out.

From A Parent's Point Of View

Mary Jane Rhodes, Conductor

I am not a hippie or a flower child—but I just attended a happening. Since this event was something that I think will affect the lives of deaf children and adults in the United States, I would like to share it with you.

During Thanksgiving week our family visited Washington, D.C. The main purpose of our trip to Washington was to visit Gallaudet College with our son. We wanted him to see the college because we want him to realize that this is **his** college. If he will work hard enough during his coming high school years, he can look forward to attending Gallaudet.

We were all favorably impressed with the facilities, the staff and the students. Gallaudet has several new buildings and a lovely campus. I must admit that I was quite proud of our country, as I realized that Abraham Lincoln was wise enough one hundred years ago to give the deaf their own college.

I would strongly recommend that parents try to arrange a trip to Washington to visit Gallaudet with their deaf child. In the past we have too often failed to realize the potential of our deaf citizens. As a result, many of our capable deaf students were not motivated to seek higher education. I hope that all of you parents will come to a clear understanding of your child's abilities. If you are advised by his school that he has the aptitude, then you must, by all means, begin to encourage him to set his sights toward a college education.

Our week in Washington was wonderful and we enjoyed every minute of it. I only wish that every American could visit our nation's capital. I doubt that there is any place in all of our United States that can give one the same sense of pride and understanding in what our country stands for and what we have accomplished in a relatively short period

of time. We were particularly thrilled at the Lincoln Memorial when a guide pointed out that the sculptor had placed Lincoln's hands in the "A" and "L" positions of fingerspelling. This great president of ours helped establish a school for the deaf in Illinois and then carried his interest further by helping found the one and only college for the deaf in the world. Perhaps this should also make us realize how we have failed our deaf citizens during the past one hundred years. The vision that Lincoln shared for developing the potential of our deaf children is only now beginning to be understood by parents and educators. Let us vow that our generation will take up the work that he began, and that from this day forward we will strive unceasingly to see that every deaf child is given the acceptance and education that he needs, to become a **self-confident and valued** citizen of our country.

The happening that I spoke of earlier occurred on Saturday, November 25, when I was invited to sit in on a meeting of the COSD. Perhaps some of you do not know about the COSD. This is a new organization and COSD stands for Council of Organizations Serving the Deaf. The office of COSD is located in Washington and the executive director is Mervin D. Garretson, a deaf man. The board is made up of two representatives from each of many organizations serving the deaf. Among the organizations represented are the National Association for the Deaf, the American Instructors of the Deaf, the Lutheran, Jewish, Catholic and other churches serving the deaf, the Registry of Interpreters, the American Athletic Association of the Deaf, etc.

What made this a happening? Well, without any reservations I feel that I can state that an organization that will truly represent the deaf citizens of our country has been born and is in operation.

Information Regarding Deaf Magicians Sought

How many active deaf magicians—amateur or professional—are there in the United States of America today? As a long-time deaf magician, the writer has often pondered the question. Others have also inquired.

An attempt is being made to compile information and present it in an interesting fashion to fellow magicians and other readers. So far, three deaf magicians are known in the East.

Readers are asked to send names and addresses of known deaf magicians to: Simon J. Carmel, 10500 Rockville Pike, Apt. 405, Rockville, Maryland 20852.

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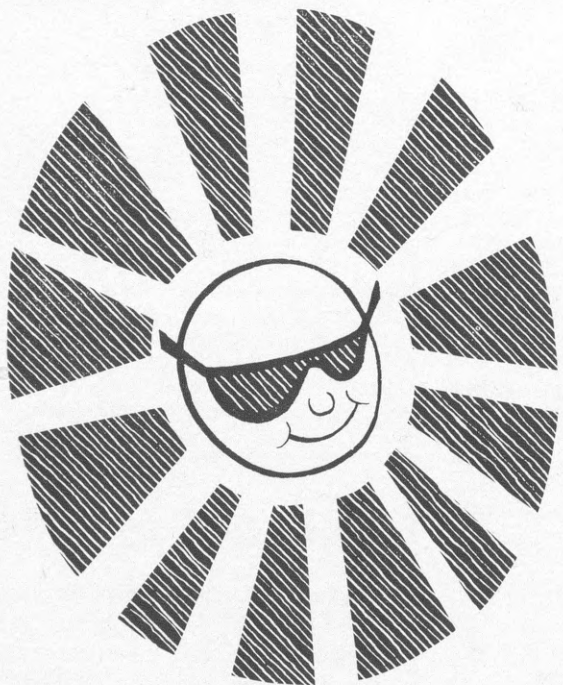
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1258 Roma Ave.
St. Paul, Minn. 55113

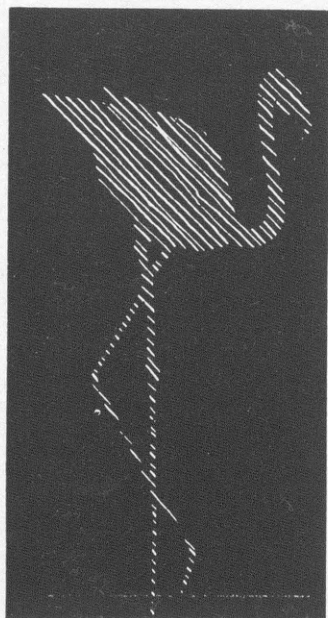
It was with a great sense of pride that I looked around the conference table and recognized that more than half of the members were deaf. Here at last, gathered in one spot and sharing membership in the same organization, were many of the deaf leaders from across the country.

This organization must surely be the goal toward which we have all been working for so many years. In that room, in the presence of so many outstanding deaf men and women, I realized at last that **the voice of the deaf will be heard.**

November 25, 1967, is a day I will never forget, for this is the day that I was privileged to see the COSD in action. I pray that God will bless the work of this organization and its members. I urge all parents of deaf children, educators of the deaf and our deaf citizens to give this organization their fullest support. The COSD is the organization that can and will speak for our deaf citizens in the United States both now and in the future. **God speed your work, COSD, for you are urgently and desperately needed.**



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NAD National Cultural Program Gaining Momentum

By JOHN SCHROEDEL

From Maine to California and from Florida to Alaska, the national cultural program of the National Association of the Deaf is starting to spread out to deaf communities all over the country. Out of the planning stages after three years work by the National Cultural Committee, the veil is now lifted to show the great opportunities for deaf Americans to enjoy and participate in this program. First proposed at the 1964 convention of the NAD and ironed out in detail at its 1966 convention, the show is now ready to hit the road.

Trophies and prizes will be awarded to national deaf champions, as determined through a series of tournaments during these next six months, in 16 areas of competition. In the **recreation** section there will be competition in bridge, chess and checkers. For the ladies (and gents, if they wish) in **home economics** there will be dressmaking, knitting and quilting. In the **physical** section there will be competition in photography, pantomime and painting. In the **literary** field there will be contests in poetry recitals, short story presentations and one-act plays, plus awards for top newspapers of the deaf. In the **spiritual** part of the program contestants will vie in hymn singing (signing), telling Biblical stories and answer questions on knowledge of the Bible.

So, readers are urged to get out those snapshots—someone may have a winner. Polish up your bridge, touch up your favorite home-sewn dress, brush up on your knowledge of the Bible and select your favorite short story. Who knows? You may become a national champion and receive a handsome Oscar-like trophy at the NAD convention in Las Vegas.

There will be four rounds of tournaments or runoffs in this national cultural program: first at the local or grassroots level, statewide, through the multi-state regions and finally on to the national tournament. Local competitions, to be scheduled during these next early months of 1968, are being organized now in many deaf communities throughout the country.

If you are interested in joining as a participant in any one or several areas of this cultural program, then refer to the "Directory of Cultural Directors" on the next page for names and addresses from where you may be able to obtain information. The next thing to do is to get your own club interested in sponsoring a club tournament, arts and crafts exhibit, "club cultural night," any other similar cultural event.

At the local level **any** club of the deaf, division of the National Fraternal Society of the Deaf, church of the deaf group, chapter of the Gallaudet College Alumni Association, deaf theatre guild, literary society or any group of deaf persons

can sponsor such cultural activities for their participants. Such organizations of the deaf may conduct their own club events, or if they choose so they may hold city-wide tournaments with a number of other clubs in the local area. This latter idea may be a way to organize quickly tournaments for the more limited areas of the cultural program. City-wide tournaments are also a way of reaching the deaf who may not belong to clubs. At the local level groups may have competition in as many or as few of the 16 areas of the cultural program as they desire.

Many Cooperating Member (state) associations of the NAD are now working towards organizing statewide playoffs that will follow the local tournaments. These state tournaments will bring together winners in the various 16 cultural areas from the local and city tournaments. Only at the state level and up is an entry fee necessary. This fee is three dollars for each participant in each event in the state tournament. Entry fees will be used only to meet the costs of awards, sponsoring and promoting the cultural tournaments. Fees will be split equally three ways between the state, regional and national staffs of the cultural program for these stated purposes. Entry fees are **not** required for participants in the local or city tournaments.

A "favorite son" spirit can develop among the clubs and state associations to help their cultural winners meet their travel costs to higher level tournaments. Sponsors of cultural events can charge admission fees for spectators at these tournaments to help meet these and other costs. There can be no fees for judges. These or similar costs must come from the entry fees.

Contestants in the **state** level tournaments and on up the line must either be a member of the NAD, or one of its affiliated state associations or member clubs. This membership rule does **not** affect participants in the first round of tournaments which are at the local and city levels. Statewide tournaments are scheduled for March and April.

After the state tournaments come the regional contests where the various state champions in each cultural area will meet. These regional playoffs are set for May. The NAD cultural program is operated through a framework of nine regions, each with five to seven states each. The "Directory of Cultural Directors" shows this regional organization and the states belonging to each region. This "cultural map" was developed by the National Cultural Committee to arrange for geographic ease the cultural competition.

Winners of the regional tournaments

will advance to the grand final national tournament to be held June 17-22, 1968, at the NAD convention in Las Vegas. There the cream of the crop from the North, East, South and West will meet for national honors. National champions will be announced at a special Cultural Night during that week. This evening will be modeled after the Oscar presentation ceremonies for awards in the movie industry as shown annually on television. The National Cultural Committee is working with the NAD convention staff in preparing this awards night. It promises to be an exciting and first-of-its-kind event.

As the cultural tournaments get underway a roundup of cultural news will be printed in future issues of THE DEAF AMERICAN, the NAD Newsletter, Culturama and other newspapers of the deaf. (Culturama is the official newspaper of the NAD Cultural Committee. It is available free of charge from John Schroedel, Editor, 5050 First Street N.W., Apt. 302, Washington, D.C. 20011.)

Coordinating all this activity will be the National Cultural Committee in cooperation with the nine regional directors and their respective state and local cultural directors. This organization is in operation and many dedicated individuals are coming forward to staff it. This first run of the national cultural program during these next six months will develop a group of experienced directors who will continue the NAD program in 1970, in 1972 and onward.

"Onward!" then shall be our motto. What this national cultural program amounts to is a gigantic talent hunt to bring to the forefront talented deaf individuals and provide them awards and honors won through the competition of local, state, regional and national tournaments. A person can go as far as his talents can carry him.

The payoff of this NAD program thus is the national cultural advancement of the deaf: the discovery and recognition of creative talent, the seeking of a fuller and more enjoyable life for all deaf persons participating and perhaps a spark that will arouse a new spirit in the deaf clubs and deaf communities of America. Such a program works from the bottom up and not from the top down. At least this NAD cultural program is a step towards providing a means for defining and building this cultural program.

As John Kennedy once said, "Let's take the first step on the journey of a thousand miles." So . . . "Onward!"

* * *

This listing of "Who's Who in the NAD Cultural Program" provides names and addresses of cultural directors in the various areas from whom would-be par-

ticipants can obtain information. (Notice to regional, state and local cultural directors: If you have appointed persons to work with you in your respective territories please forward unlisted names and addresses to John Schroedel for inclusion in the next installment of the Cultural News Page for THE DEAF AMERICAN.)

Directory of Cultural Directors

NORTHWEST REGION

Anthony Papalia
Regional Cultural Director
7801 N.E. 12th St., Apt. 5
Vancouver, Washington 98664

Alaska

Douglas Bullard
State Cultural Director
Box 726
Eagle River, Alaska 99577

Washington

Oregon

Idaho

Montana

Wyoming

Guam

SOUTHWEST REGION

Eric Malzkuhn
Regional Cultural Director
1740 Royal Avenue
San Mateo, California 94401

California

Nevada

Utah

Arizona

Colorado

New Mexico

Hawaii

MIDWEST REGION

Jack Gannon
Regional Cultural Director
Route 2, Box 196
Omaha, Nebraska 68112

North Dakota

South Dakota

Minnesota

Iowa

Nebraska

SOUTH CENTRAL REGION

Herbert L. Pickell Jr.
Regional Cultural Director
Deaf and Hard of Hearing Counseling
Service, Inc.
1648 East Central
Wichita, Kansas 67214

Kansas

Wilbur Ruge
State Cultural Director
901 Woodrow
Wichita, Kansas 67203

Missouri

Robert L. Johnson
State Cultural Director
Missouri School for the Deaf
Fulton, Missouri 65251
Dorothy S. Miles
Local Cultural Director
7452 Park Towne So., 103
St. Louis, Missouri 63136

Arkansas

Mrs. Betty Brannon
State Cultural Director
115 Rice Street
Little Rock, Arkansas 72205

Louisiana

Oklahoma

Texas

Jack Hensley
State Cultural Director
2704 Rae Dell Avenue
Austin, Texas 78704

GREAT LAKES REGION

Samuel A. Block
Regional Cultural Director
8041 Kildare Avenue
Skokie, Illinois 60076

Wisconsin

Leonard J. Peacock
State Cultural Director
510 Racine Street
Delavan, Wisconsin 53115
Mrs. Evelyn Zola
Local Cultural Director
2877 North 50th Street
Milwaukee, Wisconsin 53210

Indiana

David Myers
State Cultural Director
6033 N. College Avenue
Indianapolis, Indiana 46220

Michigan

Illinois

Ohio

APPALACHIAN REGION

Ray Parks
Regional Cultural Director
Gallaudet College
7th and Florida Avenue, N.E.
Washington, D.C. 20002

Virginia

North Carolina

Kentucky

Tennessee

West Virginia

SOUTHEASTERN REGION

Robert Thomson
Regional Cultural Director
6319 West 16th Avenue
Hialeah, Florida 33012

Georgia

South Carolina

Florida

Alabama

Mississippi

Puerto Rico

Virgin Islands

MASON-DIXON REGION

Ronald Nomeland
Regional Cultural Director
Gallaudet College
7th and Florida Avenue, N.E.
Washington, D.C. 20002

Maryland

District of Columbia

Pennsylvania

New Jersey

Delaware

NORTHEASTERN REGION

Steven Chough
Regional Cultural Director
80-C Reservoir Avenue
River Edge, New Jersey 07661

New York

Mrs. Ruth Sturm
State Cultural Director
31-27 32nd Street
Long Island City, New York 11106

James Stern

Local Cultural Director
99 Hillside Ave., Apt. No. 17J
New York City, New York 10040

Wilbur F. Youtt

Local Cultural Director (Albany area)
52 Wilson Avenue
South Glen Falls, New York 12801

Francis Coughlin

Local Cultural Director
55 Mitchell Avenue
Binghamton, New York 13903

Mrs. Wilma Heacock
Local Cultural Director
70 Riverside Avenue
Buffalo, New York 14207

Mrs. Jessie DeWitt
Local Cultural Director
78 Sarnac Street
Rochester, New York 14621

Thomas R. Johns
Local Cultural Director
616 Saratoga Street
Utica, New York 13502

Mrs. Thelma R. Bohli
Local Cultural Director (Syracuse area)
7901 Kirkville Road
Kirkville, New York 13082

Connecticut

David Holberg
State Cultural Director
49 Bretton Rd.
W. Hartford, Connecticut 06119

Maine

Jan K. Repass
State Cultural Director
Gov. Baxter School for the Deaf
Box 799
Portland, Maine 04104

Massachusetts

Kimball Nash
State Cultural Director
30 Bow Street
Millis, Massachusetts 02054

New Hampshire

Winchell M. Moore
State Cultural Director
Old Dublin Rd.
Peterborough, New Hampshire 03458

Rhode Island

John Spellman
State Cultural Director
19 Edgemere Drive
Cranston, Rhode Island 02905

Vermont

Dom Bonura
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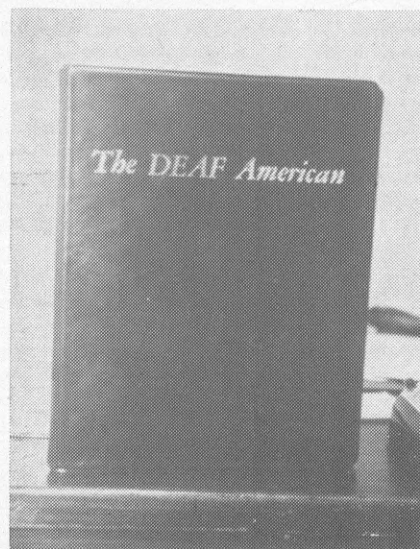
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Peddling Revisited

By ROGER M. FALBERG, Director/Counselor

Community Service Agency for the Deaf
Kansas City General Hospital and Medical Center
24th & Cherry Streets, Kansas City, Missouri 64108

For a long time now I have been wondering if it might not be time to take a new look at an old, old problem. It is a problem that has plagued the deaf people of America for a long, long time—but little seems to have been done about it in a constructive way. Regardless of the efforts of individuals or organizations, the problem continues on its merry way—uncaring and unheeding.

The problem, of course, is peddling. Of late, it has been suggested that we call the practice "begging." Since the latter term does give a more accurate picture of the transaction that is taking place when the beer-drinker fishes a quarter out of the pile of change on the bar in front of him and passes it back to the "deaf-mute" in exchange for a 5c trinket, we shall use that term for the balance of this article.

Many national, state and local organizations of the deaf have for years wracked their brains trying to find ways and means of destroying this practice. Public relations has always appeared to be the obvious answer, but begging is all-pervasive and usually takes place among normal-hearing people who do not ordinarily come into contact with public relations campaigns carried on by means of newspaper articles, etc. By this, I mean that the beggars usually haunt bars that are found on the fringes of the downtown areas, where the habitués are people who rarely, if ever, look beyond the sports and comic pages of their daily newspapers. The deaf beggars seem to avoid better class bars and restaurants which are patronized by better-educated people more likely to be aware of the harm they may be doing by giving to **any** beggar—"deaf-mute" or otherwise.

This last is something to think about. A middle class, fairly well-educated American citizen is fully aware of all the implications involved in the practice of begging. While this normal-hearing person may not know much about deafness as such, he is certainly aware that his tax bills are skyrocketing because of the cost of welfare programs. He must know these programs would include the deaf beggar were that beggar eligible. Usually a person who donates to some extent to community fund drives is also aware that there are local services designed to assist handicapped people in need. Of course, tapped at a "weak moment" when having a few beers with the boys, he may be inclined to show generosity even though he is fully aware of the consequences to the deaf beggar and to society. By and large, however, people of this sort are not likely to contribute much to the upkeep of the beggars' Cadillacs—but **it is this group which would be most intensively exposed to a good public re-**

lations campaign. In our public relations campaigns against begging, then, we must ask ourselves if we keep trying to "educate" that section of the public which is already educated!

By and large, I would suspect that the deaf beggars make most of their money out of the lower and lower middle class economic group. They seem to concentrate on the dingier bars and neighborhoods, and these places are frequented by people who are more likely to be tenants than homeowners and who are not so well aware of the extent to which society now offers constructive assistance for the handicapped and poverty-stricken through welfare and rehabilitation programs. These people are also those who lead a hand-to-mouth existence and those who would feel most sympathetic towards someone who seems to be having a difficult time because of a handicap. After all, although they have normal hearing, these people have known severe deprivation at first hand themselves and are more likely than others to exchange their quarters for the deaf beggar's trinkets.

Nothing here should be construed to mean that the better-educated and wealthier segments of our society are somehow inherently "better" than others not so fortunate. After all, the normal-hearing person who gives is giving in the same spirit that organizations of the deaf give when chipping in for a Christmas basket for a needy deaf family. Granted, their spirit is misguided, they unwittingly perpetuate the "wrong image" of the deaf, etc., etc. But helpfulness and empathy are two of the more basic positive values of American society, and it is difficult to see how a public relations campaign aimed **against** those values can have enduring impact.

Another approach, legislating, does not seem to have much effect either. In Kansas City, for example, a city ordinance prohibits deaf beggars from peddling their wares. A deaf friend, however, related to me that on one occasion when he complained to a policeman about a deaf beggar, the policeman threatened to do something about my friend, not the beggar! "Leave the poor guy alone," was the attitude of the law.

Far be it from the writer to adopt a holier-than-thou attitude towards those who have been plugging away at the public relations and legislating approaches. I have had some experience with both methods, and I have been every bit as adamant about the practice of begging as anyone else. Lately, however, I have begun to review my experience with deaf beggars and begging and to have a few second thoughts. I have begun, in short, to ask whether or not we may be doing more harm than good

with our present attitudes. Certainly, the prevalent attitudes have done next to nothing to alleviate the begging situation. So why not take a long look at these attitudes and see if we can come up with something that will accomplish what everyone (including the writer) agrees to be a desirable result—reducing the number of deaf beggars to the point where the practice of begging is infinitesimal or non-existent?

Before continuing, I would like to share with the reader a few of my professional experiences with beggars and the practice of begging. These experiences took place in Wichita, Kansas, Boston, Massachusetts, and Kansas City. Of course, every effort will be made to conceal the locale of each incident and the identity of each person for professional reasons.

My secretary received a call from the state employment service. A 17-year-old deaf girl was there, and could not fill out their application form. I was asked to help. It turned out that she had "run away" from home in another state over a thousand miles away, that her mother had been mistreating her, and that her opportunity to leave home came at the invitation of a deaf beggar. No one had to coerce or force her, she was perfectly willing to leave a very bad home situation at the first chance. To cut a long story short, we got in touch with the mother but eventually, because of impulsive action on the mother's part, had to hand the girl over to the police to be detained until the mother arrived to take her home. Incidentally, the girl had left her beggar "friend" when he casually suggested that they add a couple of other girls to their retinue!

A young deaf man had a job as a typist. He had problems of an emotional nature, however, and it was not difficult for an itinerant beggar to induce the lad to join him for a "carefree" tour of the country, away from hated authority figures who were forever dissatisfied with his efforts. A few months later, he was back—a very chastened young man. The life of a beggar had been more than he could stomach, and the earnings had not been anywhere near those promised him. Luckily, he got his job back, later married and is now raising a family.

An attractive young lady found herself alone, broke and penniless with an infant on the West Coast, far from home and friends. A very intelligent girl, she knew quite well what she was doing when she started begging. She hinted at even worse things, but she was divorced and had a child to support. Eventually, she returned home to her mother, but the very same problems that led to her wanting to live away from her mother in the first place were already beginning to cause difficulties between them, even though they had been together only a few weeks. I never did know how that one turned out, but this young lady had tremendous vocational potential and I often wonder if she eventually found the opportunity to develop this potential.

A man came in who had been begging

for several years. He had some training as a linotype operator and appeared sincere when he said he'd had enough of the grind and wanted to settle down. I was so convinced of his sincerity that I loaned him \$20 of my own money, got him a bed with a local men's rehabilitation center, got him a job and even provided his transportation for the first few days since the place of employment was 20 miles from town and there was no bus service whatsoever. He lasted about two weeks. He had decency enough to come in and tell me that he was leaving and honestly admit it was because he'd been "on the road" so long he found he just couldn't take being "tied down." This was in spite of the fact that he'd previously assured me that once he got a linotype operating job, he'd stick to it no matter what. Funny part of it is, I still believe that, originally, he was sincere in his desire to settle down.

A young man, quite brilliant, who was the leader of a group of beggars, once came to me and asked me for assistance. He'd been to the state rehabilitation agency a year or so before that. The state counselor gave the young man a "break" . . . mopping floors and washing dishes in one of the lowest dives in town. He stood it for a week, then quit. The counselor said that since the young man had had his chance, the state was not going to invest another dime in him—even though he now was going to get married and wanted to turn over a new leaf even more desperately than ever. Eventually, he received training as an auto-body mechanic. Actually, he was capable of receiving a college education.

And so it goes, on and on and on.

I'm sure that the memories of any professional worker with the adult deaf with extensive experience in the field are replete with stories similar to those outlined here. I'm equally certain that there are almost as many "hard-luck" stories as there are beggars. I've begun to question whether deaf people take to begging because it's the "easy" way out or whether, at the time they make the choice, it seems to them to be the **only** way out.

Let's take a second look at some of the stories above and ask ourselves what the deaf community and/or professionals working with deaf people could have done at the right time and in the right place either to get the beggar out of begging or to prevent him from becoming a beggar in the first place.

Take the 17-year-old runaway. Obviously, had her home life not been so unhealthy, no beggar on earth could have lured her away. At the time she made the decision, her mother had been drinking and, in a rage, told the girl to "get out." Later, the mother denied this, saying that she had meant that the girl should tell her friend, the beggar, to leave. However this may be, this girl—this person at that time and in that place—felt she had no alternative whatsoever. Had she not been abandoned in a city where a community service agency

for the deaf was located which could get to the heart of the problem I hate to think of where she'd be now.

The typist had been having difficulties with his boss. At a moment when he had been drinking and was particularly depressed, a beggar approached him with an invitation and on the spur of the moment he accepted. Previously, the typist had been talking to his counselor about how nice it must be to be free of responsibilities and to become a "peddler." Then, at the next moment, he would be giving reasons why no self-respecting deaf person would be caught doing these things. Immature and disturbed, he decided—at that time and in that place—that the only way to get away from his nagging boss, his difficulties with his creditors (which, by the way, he insisted upon exaggerating far beyond their true dimensions) and the role of a responsible worker which, in his emotional immaturity, he was not prepared to accept, begging was the "only way" out. There was an element of defiant rebellion against his parents and, perhaps, his counselor in his decision. However, when his fling was over he returned much the wiser for his experience. Perhaps his decision was helped along by the fact that he had a counselor to return to whom he felt assured would accept him back—even though he mortally feared his father and the reaction of the deaf community to what he had done. The point is, he **did** have an avenue of escape once he decided to make his escape. If he had not, he probably would be begging still.

The problems of the young lady from the West Coast must remain unanalyzed, for I saw her only once. However, in talking with her, I got the feeling that perhaps if she had had access to a counselor or an agency on the West Coast who could have called upon community resources to tide her over while she found work—she **had** had some training—she might never have chosen the course she took. I will be the first to agree that counselors and community service agencies are **not** a panacea for all the ills of our society. Agencies and counselors abound in the normal-hearing community, but normal-hearing people are still having their share of problems. There is no reason to believe that the situation will be much different with the deaf community even if a community service agency for the deaf existed in every vale and hamlet in America. However, it is revealing that she **did** consult a counselor whom she felt would understand her problems at the first chance she got.

I shall spare the reader analysis of the remaining cases, for I feel I have made my point. If deaf people and their organizations would cease asking "What can be done about the begging problem?" and, instead, start asking "What can we do to **help people who beg?**" perhaps inroads might be made into the ranks of beggars. After all, if there are no deaf beggars, where is the "begging problem?"

Allow me to draw an analogy here.

For many years, people were concerned over the sale of alcoholic beverages. Drinking, it was said, caused ruined homes, slums, divorce, crime and general degradation. Even though Prohibition was tried, nothing really helped much. Lately, however, "drinking," as such, is no longer seen to be the real problem. It is now fairly well accepted that it is the **person who drinks**, the alcoholic, who needs treatment and assistance. Seeing the alcoholic as a sick person has done a great deal to help alcoholics along the road to rehabilitation. When society says: "You're bad!" people will accept the judgment of society, give up and simply go on being "bad." But when society says: "You're ill; what can we do to help?" the person who is ill is encouraged to feel that there may be hope for him after all. He is encouraged to meet society on its own terms rather than to bury himself in the gutter.

Can this approach be applied to deaf people who beg? For years we have treated the beggar as an outcast. When and if he is found out, he is barred from admission to our clubs and many of our associations. As a result, he forms his own "clubs," meets and associates only with his own kind and lives as an outcast. Consider what happens when the average deaf citizen meets a deaf beggar in the act of begging and our attitude becomes very clear. Could it be that when we "bawl out" the beggar we meet, when we tell him not to beg in places where we do business, when we call the manager and have the beggar tossed out the door, we are only insuring that he will continue to beg forever? After all, we aren't offering him any promising alternatives.

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It can be easily seen from the examples already given that simply giving every beggar a job is not the solution. For some, the job just might be a new starting point—but in my experience it hasn't helped much. Perhaps it's being "tied down" that makes them restless—but, on the other hand, it may be that the scorn and derision which the reformed beggar must go through when trying to create a niche in the deaf community is the real stumbling block. The typist discussed earlier was something of an exception, for he came home to a community which knew him before he had "strayed" and which probably accepted him back in its fold more readily than it would have accepted a stranger with a similar background.

Do we need a group called "Beggars Anonymous"? As with alcoholics, could it be that a beggar will more readily heed the experiences of one who has "gone through the mill" than the suggestions of a counselor? Actually, this may work in more ways than one. I have strong suspicions that many beggars are alcoholics and worse. It could be that, instead of discussing begging and deaf people who beg, we should be discussing alcoholism, dope addiction and deaf people who beg solely because it is the most convenient way to support these habits. If this be so, we are even further off the track in our approach to the "begging problem" than I had originally thought.

The question remains, however: Can we afford to turn our backs upon deaf people who beg—no matter what their reason may be? Does society turn its back upon normal-hearing people who drink and people who take dope? Are we, as deaf American citizens, privileged

to devote our constructive efforts in rehabilitation and welfare only to those deaf people who happen to live in accord with our society's mores and norms? In recent decades, we have demonstrated to the mentally retarded deaf and the emotionally disturbed deaf in a number of ways that we have not forgotten them. With the assistance of the Vocational Rehabilitation Administration—now Rehabilitation Services Administration—programs only vaguely dreamed of ten years ago are now solid realities. But we **still** are not getting anywhere with deaf people who beg!

Community service agencies can play a vital part. If the agency is well-known among the deaf community and among other agencies within the community, eventually deaf beggars seeking help will be referred to it. Without resources which are geared to evaluate thoroughly and deal with the beggar on a high professional plane, however, there is little the agency can do. In my own case, I try to give the beggar a job on low socio-economic scale so as not to place our agency in a difficult position should the beggar walk out in a week or so and leave us "holding the bag," with an irritated employer to face. I tell them frankly that I cannot do better for them because they are currently very poor risks for the "better" jobs. This is very true. What industrial personnel manager would consider, even for a moment, a deaf beggar with almost non-existent work record, no demonstrated stability and no training whatsoever? I do promise them, however, that if they can hold those jobs for even a year, they should return and I will see what I can do about referring them to state rehabilitation counselors for possible evaluation and upgrading. And I mean

it! So far, though, I haven't had much luck.

It might be quite a different story if the prevalent attitude of the deaf community were different and if there were facilities that did nothing except work with deaf beggars. There are evaluation centers now, but the stigma of begging follows the deaf client into the center and he often meets with resistance from some of the center personnel and other deaf clients. This makes the rehabilitation problem all the more difficult, for the beggar finds within the center the same aversion that drives him to the company of other beggars—outside of the deaf community as we know it. It is possible that more progress could be made if, during the rehabilitation process, the beggar who desires to become rehabilitated could be helped by others who have been through the same problems?

There will certainly be some very searching questions in the minds of many DEAF AMERICAN readers as they read this. One question will be: "How do we know the beggars **want** to be rehabilitated?" My answer to this is: "How do we know they **don't**?" I have given some examples here, and I know of others whom I sincerely believe wanted to get out of the beggar's way of life. There must be more. Begging is not a "natural" way of life; it is psychologically unsound to advance the theory that a sizable group of people enjoy mendicancy, actively soliciting the pity of others, presenting themselves as inferior beings, living in continuous uncertainty and insecurity and with the prospect of forever being an outcast. I do not delude myself to the extent that I believe **all** beggars can be smoothly rehabilitated, thus ending the problem. But I do wonder if

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a great many of them might only be continuing simply because they know of no other way of life.

Another question will be: "If you've consistently failed, what makes you think someone else might succeed?" To this, I can only reply: "I don't know." At the same time, I'm not sure anyone else knows either. There has been no research whatsoever into the problem. The deaf beggar is often among the lowest of the low-verbal. He is inarticulate and the current attitudes of the deaf community preclude anyone's listening to him. We have driven him away from us to the extent where we don't even know how he feels about the spot he's in. We don't know how many beggars there are, where they live, where they meet, and very little about their way of

life. And our attitude, until now, has been: "Fine! We don't want to know!"

To summarize, a thorough overhauling of our common attitudes towards begging—and beggars—may be long overdue. We will not begin to make inroads into the ranks of deaf beggars until we "shift gears" mentally and take a look at people who beg—forgetting about the "begging problem." While the deaf beggar may be the most difficult person in the world to change—even when he wants to change—we professionals who work with deaf people and the deaf community have not even begun to make a **concerted** constructive effort to discover what can be done or even the extent of the problem. That which is the most difficult is also the most challenging.

Front Row Center

Drama: To Copy or Create?

Comparisons can be interesting—more so when the comparison in question is a matter of pride or one that challenges our personal values. Jealousy, curiosity—call it what you will—but we simply must know what somebody else has that perhaps we haven't.

Having witnessed stage productions by the Moscow Theater in Warsaw last summer and the National Theatre of the Deaf in New York City some weeks ago, my views are offered here to those who saw just one or, more unfortunate, neither. Unfortunate because either show was great.

The Russians, as mentioned in a previous article, used a different technique to convey their lines to the non-deaf members of the audience. They simultaneously signed and mouthed words which were spoken for them by readers in the pit below the stage. Music, when called for, was furnished by a standard ensemble that also shared the pit. All told, a sort of detachment could be sensed: the players on the stage and phantom voices elsewhere.

On the other hand, except for the opening presentation, the Americans avoided this ghostlike gimmick, and in a manner that was indeed ingenuous. Not only did their readers remain onstage, but they participated hand in hand with the deaf performers: where Moscow offered shadows, Waterford provided substance. As for sound effects, the NTD had its own peculiar pieces projecting from the wings where they could be heard better and seen besides. Briefly, after hundreds of performances, the conservative Cossacks went strictly by the book, while in their initial Broadway bid the Americans took a gamble on new concepts—and succeeded impressively.

Curiously, as in their stab at the stars, the Russians have had a head start over us. Experience is in their favor. Also, being in the business longer has other advantages, notably in the search for talent and replacements. However, like

their space feats, the Soviets are given to spectaculars. Their selection of the tried and true from such classicists as Moliere and Shakespeare supports this assumption. Not so the NTD, which adheres to the American tradition of freedom in artistic expression. And **this** is the fundamental difference when comparing the two theaters.

Simply stated, it seems that the Muscovites are more or less interested in imitating the productions already great. However expert, they are **not** contributing creatively to the art of the stage. Whereas, the American theater is striving to come up with a special style—unique and yet truly its own. Why copy the old when the chance to create something new is potentially possible? Anyone can copy, but it is truly the master who is able to create.

And create we have. Critics have not been as cautious as one would expect of a new art form. Overwhelmed is the word:

"Natural grace and beauty. It radiated instant euphoria."—Richard F. Shepard, N.Y. Times

"A beautiful form—a blend of the eloquence of poetry with sensitive manipulation of gesture."—Jean Battey, Washington Post

"They paint pictures in the air and it is language."—Time Magazine

"Pure art, exquisite poetry drawn

Letters to the Editor

Dear Editor:

Recently there has been some talk of seeking an additional income tax exemption for the deaf similar to the exemption given the blind.

If this should actually come to pass, all of us would live to regret it. For it is surely true that few things in the history of the deaf have done so much to enhance their public image as their rejection of such tax exemption in the past. Dr. Harry Best, one of the best friends the deaf ever had, mentioned it in his standard reference work on deafness and the deaf. He cited it as evidence of the all-around competence of the deaf and their spirit of independence. Psychologist Lee Meyerson referred to it in much the same way. Many other authorities have mentioned it from time to time to illustrate the self-reliance which was generally characteristic of the deaf.

Just how important this "public image" of the deaf may be for practical purposes was demonstrated by Judge Finesilver of Denver within recent years. He showed that an upstanding public image is of prime importance in preserving the right to drive.

THE DEAF AMERICAN works steadily year in and year out to preserve and enhance the public image of the deaf. The question is if we can afford to tarnish our public image for the sake of the few dollars to be gained from an additional income tax exemption?

B. M. Schowe

Akron, Ohio

from a new region of human expression . . . These are artists who live in a beautiful interior world of those who cannot hear sounds, but who listen to words and music so exquisite that to share it with them as we did—and as the full house at Brandeis did—is a privilege and a profound experience . . . It may be shared and savored by all those with hearing, and sight—and heart."—Sam Hirsch, Boston Herald Traveler

So much for the NTD's Eastern tour. Come spring, the company will head west "where," poet Chapman wrote, "the world is in the making." Exactly, except that—pardon my boldness—the NTD will do the shaking. You watch . . .—TBD.

YOUR HOST

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Humor

AMONG THE DEAF

By Toivo Lindholm

4816 Beatty Drive, Riverside, California 92506

A friend told Gene Guire she saw this line in **Time** magazine, in connection with the National Theatre of the Deaf. "They paint pictures in the air, and it is language."

* * *

SIGNS IN CARTOONS

There have been cartoons we'd like to have reproduced here, taken from newspapers and other periodicals, but generally they have required a fee for the privilege—like a Tweedy one where a normally vociferous Italian restaurant owner, who talked with voice and hands, is suddenly silenced because he scalded his hands and had them in heavy bandage. Also, one where a man suffering from laryngitis handed a note to a bank clerk, only suddenly to find himself surrounded by minions of the law.

Now a recent cartoon, for which I did not bother to write permission to use, this one by Mauldin, had a graphic gesture (a sign to you) that required no words but "tax dialogue." It showed LBJ stretching out his hand (for moola, of course), and Uncle Sam giving a thumbs down sign.

* * *

From the 5F's comes a clipping taken from a book review on Sarah Churchill's book on her illustrious father, Sir Winston Churchill. A paragraph ran:

With his family he (Sir Winston) took up the habit of notewriting instead of conversation during periods of tension. "It became his way of communicating and the least tiring and time-absorbing for him."

In Richard Armour's "It all started with Columbus," in describing the UN, is this: "It is made up of slightly deaf delegates who wear earphones . . ."

* * *

A newspaper clipping, sent in by Miss Mia Strandberg (paper not named):

When the tottering old man walked into his church with a small boy accompanying him, the preacher was glad to see he had two new parishioners. But he was vastly disturbed when, in the middle of his sermon, the old man fell asleep and snored loudly.

Same thing happened the next Sunday and the one after that. After this last service, the preacher tried to strike up a conversation with the old fellow, but the man was stone deaf. So he asked the boy, who was holding the old man's arm, who the man was.

"He's my granddaddy," the boy said. "Well," said the preacher, "I'll tell you what I'll do, young man. Every Sunday, if you manage to keep him awake, so he doesn't snore, I'll give you a nickel."

For two Sundays the boy kept his grand-

father awake and happily collected his nickel fee each time. But on the third Sunday the old man fell asleep and, of course, snored loudly. The preacher accosted the boy as he was escorting the old gentleman out of the church.

"Didn't you promise to keep your grandfather awake if I gave you a nickel?" he asked the boy, who smiled craftily.

"Oh, sure, sir," said the lad, "but Granddaddy promised me a dime if I'd leave him alone."

* * *

Sent in by Alexander Fleischman:

What is really embarrassing is to walk up to some guy wearing a hearing aid and ask him if the Orioles are winning. (This one is good, but slightly out of season.)—The Baltimore Sun.

* * *

Told by Robert L. Davis:

Ray and Art Wenger, Utah, are identical twins, or have I got them the other way around? Should be, Art and Ray are twins. Or does it matter? Both men are inveterate fishermen, so they say.

It seems the fish like Art—or is it Ray? Never mind, it's one or the other. I won't confuse you. A toss of the coin says Art, so let's go at that. Fish bit Art's lure and not Ray's. Ray felt exasperated. He tried a ruse to fool the fish. One day he went alone, borrowed Art's jacket and cap, Art's boat and lures, etc. He picked up the particular lure Art had suggested, and cast his line and waited expectantly. He could see through the clear water there was a swarm of fish waiting to bite. But no luck! Patience, he told himself, and some more time elapsed. Still nothing.

After, say half an hour, suddenly out of the water leaped a big lake trout, and asked, "Hey! Where's Art?" And splashed back in.

* * *

Another tale told by Bob Davis:

It was late afternoon (around 1890) and Dr. John B. Hutchkiss was busy at his desk in a room across the hall from the famous Rooms 22-24 in College Hall at Gallaudet College. Student Whildin, a gleam in his eyes, delighted with what he was contemplating doing, found a rope, and tied it at one end to the door knob of one of the doors to Room 22-24, and at the other end to the knob of the door to Dr. Hutchkiss' office, making sure the rope hung taut across the hallway. The doors opened into the rooms, so there was no chance the trick would go foul. Whildin then leisurely ambled off and at suppertime repaired to the refectory.

Meanwhile, Dr. Hutchkiss, noting it was suppertime, rearranged the papers in a neat order, put on his coat and hat, and

went to the door. The door would not open. He pulled and strained to no avail. He hollered for help. No hearing person happened along. So finally the old professor pulled up a chair, threw his coat ahead of him through the transom above the door, worked himself up, through, and out.

Dirty and clothes wrinkled and disheveled, the professor reported the outrage to Dr. Edward Miner Gallaudet, president of the college. The next morning Dr. Gallaudet called the students to assembly and exhibited the rope.

"Will the owner of this rope please stand up!"

No one stood up. Dr. Gallaudet waited, his eyes searching the faces of the men students. Then . . .

"Will the one who tied this rope to door knobs of two rooms in College Hall please stand up!"

Oliver Whildin stood up.

"Why didn't you answer when I called the first time?" he was asked.

Whildin replied, "I am not the owner of the rope."

* * *

Still another from Bob Davis, the spieler:

Douglas Craig, M.M. (mailman—master of mail, if you prefer) was a character on Kendall Green in an era just passed. A darkie, homeless, deaf, rescued by Dr. Gallaudet as a waif from the streets of Washington, after the emancipation of slaves, grew up on the campus as a boy and continued through on the Green through manhood till his death long past the age of 70. He was a handyman on the Green, helping in little chores the college president would require of him. Generally, perhaps, he was the "mailman" going to the post office and bringing in the college mail.

Craig was liked, respected, trusted by perhaps all the students of Gallaudet. Usually a terror to new students, the big darkie, terrible of mien, would exact price for handling their luggage, join upperclassmen in something not quite like hazing, to the amusement of all except the Preps. After a few weeks Craig would return all the moneys collected, to the last penny, and to the right persons. And then the Preps would forget their "terror," and find a friend in him.

At the time of this incident, Dr. Gallaudet took care of Craig's finances and taught him frugality.

One day Douglas Craig looked at his old hat and decided he needed a new one. He went to the doctor's house and knocked on the door. Dr. Gallaudet appeared, and Douglas asked for two dollars. "What for?" inquired the doctor. "For a new hat." Gallaudet looked at the old hat, and thought it had lots of wear in it yet.

Craig looked at Gallaudet, and said, "Do you want it?"

The kindly college president was amused at the reply. Of course, Craig got his two dollars.

(Editor's note: Will the Gallaudetians of Douglas Craig's era please send in stories they may know of him, before his memory fades out unsung?)



Stalling Along...

By STAHL BUTLER, Executive Director
Michigan Association for Better Hearing and Speech
724 Abbott Road, East Lansing, Michigan 48823

A letter from Harley Wooden reached me just as I was starting to write this column.

I was not exactly correct in my statement that Harley did not want to go to the Michigan School for the Deaf but that the State Board of Education sent him. Here are the details.

Harley states that the State Board of Education sent him to the Michigan School to make a survey, and he went back to Lansing saying that he never wanted to be associated with a school like that. Later the board asked him if he would take the job when Superintendent Gilbert retired, and he told them that he thought not. However, the longer he had contact with the school, the more interested he became because of the possibilities involved. Then, when Superintendent Gilbert passed away suddenly, as a result of a heart attack, Harley told the board that if they were still interested in him, he would like to consider the superintendency.

I also wrote that foundations turned him down. Harley states that he applied to only one and that an appointment with the foundation never was set up.

So I was wrong with some of my details, and Harley was very nice about it. I have realized for some months that eventually I was going to get into trouble by taking liberties with peoples' lives and works.

But I was right about the point that I was trying to make. All who work in the education of the deaf, and all pupils present and future, could have missed the important work that Harley is doing. If he had not gone to the school for a survey, if he had not become interested in the school, if he had not become superintendent, if he had not become interested in the language problem of the

deaf, and if the Office of Education had not supported him, this work would not be progressing. Each of us must realize that we are very fortunate because any one of the above ifs could have prevented this fortunate accomplishment.

* * *

A letter from Myron A. Leenhouts, assistant superintendent, California School, states that Eric Malzkuhn is now teaching in the junior high school there.

* * *

I had a telephone call from our Detroit chapter. The Detroit police had received a message that I was to contact the police department in Virginia, Minn. Involved was a Detroit peddler who had been arrested because of a lack of a license to sell from door to door. With the support of the Minnesota Association of the Deaf, this assistant chief of police told me very nicely but firmly, to keep the peddlers of our area out of Minnesota. Subsequently I received a police picture of the peddler. I sent the whole story and the picture to John R. Smucker at the Michigan Association of the Deaf office in Flint.

I had proposed to Richard Johnson, former president of MAD, and recently to John R. Smucker, that we request a small Federal grant to support a three-state workshop on the peddler problem. I thought that we could have the workshop in Detroit, including deaf citizens, school superintendents and principals and psychologists from Michigan, Indiana and Ohio. I consider this our greatest national problem and this is one effort that we could make. It seems to me that capable people who know the deaf could at least come up with some guidelines that we could follow. As far as I know, we are doing nothing about peddlers now.

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June 17-22, '68

immediately once it is adopted.

Q. Does a subcommittee when so appointed become an addition to the regular committee with equal privileges?

A. No. The subcommittee is simply to assist the regular committee and is subject to orders and instructions by the same. Its report should be given to the **regular** committee, not the assembly. The regular committee then reports its work to the assembly.

Q. Should **all** motions be seconded?

A. Yes, unless they pertain to **mere** routine matters such as reading of minutes, reports of officers and committees.

Q. May the Chair or any officer make a motion or even second the motion?—JKR

A. An officer or member, unless he is serving as chairman, may make motions and second motions the same as other members. The general rule that a chairman may **not** make a motion has many exceptions, e.g., a chairman of a committee may make motions as freely as any other member; the chairman ordinarily makes many **implied** motions, viz, motions to adjourn, to approve the minutes, to grant permission to make announcements, to close nominations, to create blanks, etc.

Q. Is it permissible for the Chair to use the term "general consent"?—RDJ

A. Yes. A tactful presiding officer may expedite business by using "general consent," only when he feels sure that no one objects to a certain motion.

Q. Is a ballot cast for a person **not** in nomination legal?

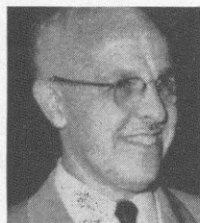
A. Yes, even though a person who has not been nominated receive enough votes to constitute an election, he would be declared elected unless by special rule eligibility is **restricted** to nominees.

Q. Does the appointment of a revision (law) committee mean bylaws should be revised to accommodate one member or officer?

A. No. The work of the committee is to bring back **all** recommendations that proposed amendments to bylaws be adopted or **not adopted**. The committee should explain clearly the reasons for their recommendations before leaving the platform.

Q. What must be the conduct of the mover, debater or speaker?

A. It must be **respectful** to the Chair, to the assembly and to the visitors; personalities **must** be avoided; even the naming of members unnecessarily is deemed **disrespectful**.



QUESTIONS AND OPINIONS on Parliamentary Procedure

By Edwin M. Hazel

Qualified Parliamentarian, Member, the National Association of Parliamentarians, and the Chicago Association of Parliamentarians, American Institute of Parliamentarians, Illinois Association of Parliamentarians

"The higher you climb, the more enemies you have."—Lincoln.

Q. May the vote electing a person to membership be reconsidered?

A. Yes, only if the person has **not** been advised of his acceptance of membership.

Q. May a ballot vote be reconsidered?

A. Yes, but the ballot vote must be taken again, especially to maintain the secrecy. It requires a majority to vote.

Q. Is a recommendation equivalent to

a main motion?

A. No, but when seconded, the recommendation becomes a main motion.

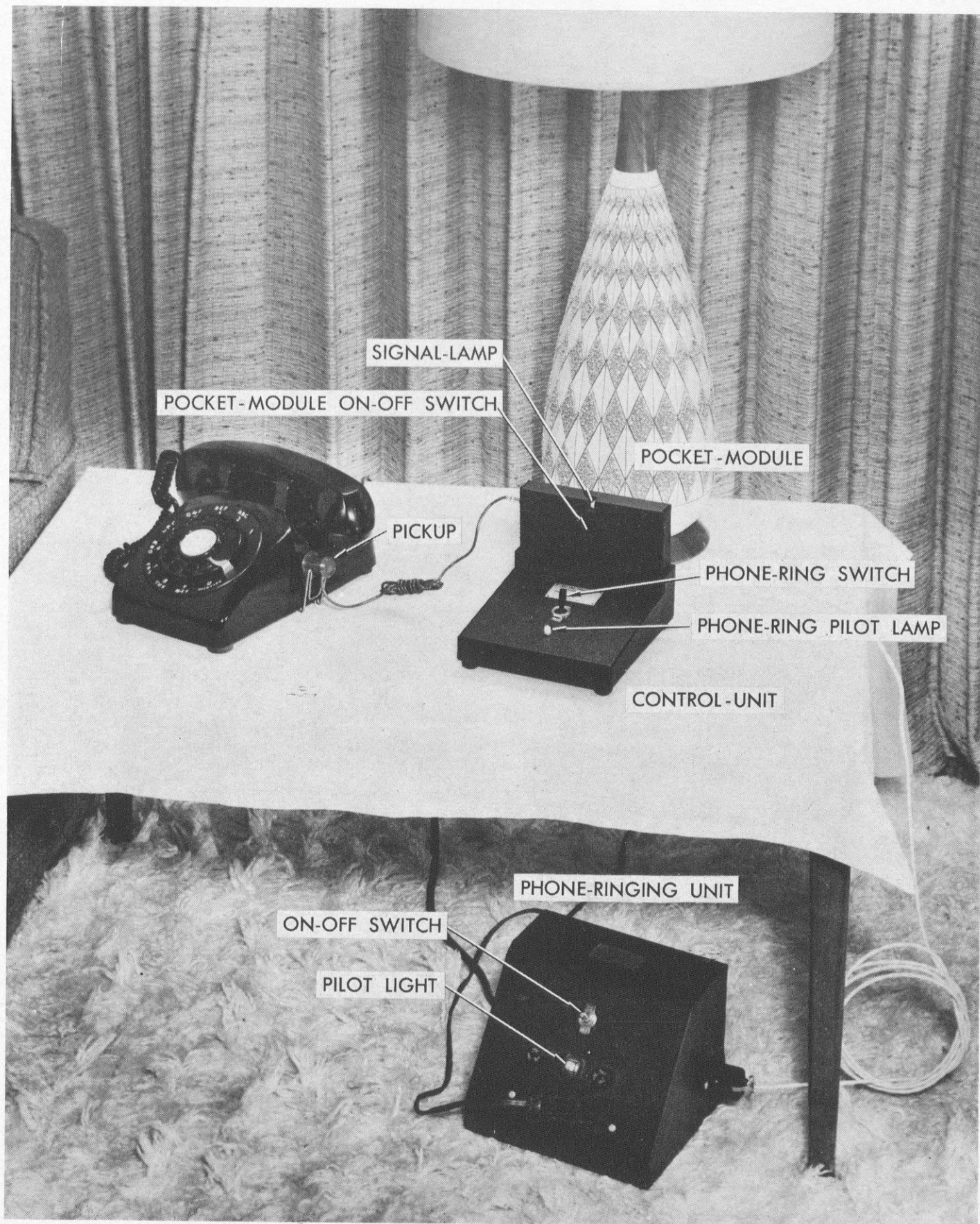
Q. Has the president a right to **debate** from the chair?

A. No. Call the vice president to **pre-side** and **remain** in the chair until vote is taken on a question under discussion.

Q. Is an amendment to the bylaws retroactive?

A. No. The amendment takes effect

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See the next two pages for more about the Visionphone. . . . The Phone-Ringing Unit is shown in the forefront for purposes of illustration only. Normally this unit is out of sight. Equipment presently in production includes features recommended by deaf persons (built-in Phone-Signal Generator and "volume control.")

THE VISIONPHONEtm AND LEE LINE PRODUCTS

SEE PRECEDING PAGE

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NOW, MORE ABOUT THE VISIONPHONE, ACCESSORIES, AND PRICES

The complete set of standard Visionphone equipment consists of two units:

- A Control And Pocket-Module Unit generate light signals which correspond to the sounds generated by the telephone. This unit includes a built-in Phone-Signal Generator by which deaf persons send messages to each other over the telephone.
- A Phone-Ringing Unit causes home electric lamps, vibrators, or fans, to go on and off in unison with the ringing of the telephone to alert the deaf that a call is being received.

Additional facts regarding the Visionphone are as follows:

- The Pocket-Module can be unplugged from the Control-Unit and carried in pocket or purse for making calls from public telephones or from any other telephone away from home. . . . The Pocket-Module may be purchased separately.
- A pocket-size, accessory Phone-Signal Generator may be purchased to make it easier for deaf persons to telephone other deaf persons (by means of the Pocket-Module) from telephones away from home. (As indicated previously, a Phone-Signal Generator is included as an integral part of the standard Visionphone equipment.)
- You may easily install the Visionphone yourself.
- Microphones can be plugged into the Phone-Ringing Unit to produce light signals which alert you that the doorbell is ringing or that the baby is crying. Thus the Phone-Ringing Unit, when used with accessory microphones, tells you three things: the tele-

THE VISIONPHONEtm AND LEE LINE PRODUCTS

phone is ringing; the doorbell is ringing (or someone is knocking on your door); and the baby is crying (or other sounds that you may wish to be aware of). . . . The Phone-Ringing Unit may be purchased separately. Microphones suitable for use with the Phone-Ringing Unit may also be purchased separately.

Price for a complete set of standard Visionphone equipments, and prices for accessories, and useful combinations of Visionphone Units and accessories are listed below.

PRICE LIST

1. One complete set of standard Visionphone equipments—Includes the Control and Pocket-Module Unit, the Phone-Ringing Unit, and the 25-page book, "THE VISIONPHONE" ----- \$195.00
2. One Pocket-Module, separately—Includes book, and the batteries and pick-up needed to make telephone calls away from home -- \$ 95.00
3. One Phone-Ringing Unit, separately ----- \$ 75.00
(Microphones plugged into this unit tell you that phone is ringing; someone is knocking at the door or ringing doorbell; and that baby is crying.)
4. One Microphone—Includes 100 feet of connecting wire and plug for use with Phone-Ringing Unit to serve purpose described above ----- \$ 15.00
5. One complete set of standard Visionphone equipments, the book, plus two Microphones purchased together—This includes everything you need to make and to receive telephone calls at home, or away from home, and to let you know that someone is at your door, and that baby is crying ----- \$205.00
6. One complete set of standard Visionphone equipments, the book, plus two Micro-

phones, plus one additional Pocket-Module purchased together—This provides you with all functions described above, and in addition, the extra Pocket-Module permits you to call your own Visionphone equipped telephone when you are away from home and wish to telephone a member of your household ----- \$255.00

7. One pocket-size Phone-Signal Generator separately—This device, used in conjunction with the Pocket-Module, makes it easier for you to telephone deaf friends (who are equipped with the VISIONPHONE) when you are away from home ----- \$ 30.00
—When included with an order for items 5 or 6 above ----- \$ 20.00
8. The twenty-five page book, "THE VISIONPHONE," separately ----- \$ 1.00

ON REQUEST, PRICES FOR TWO OR MORE OF EQUIPMENTS AND ACCESSORIES LISTED ABOVE WILL BE QUOTED TO SCHOOLS, ORGANIZATIONS, OR TO GROUPS.

20% OF PURCHASE PRICE IS REQUIRED ON ALL C.O.D. ORDERS.

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Letters to the Editor

Dear Editor:

President Sanderson's cry for help (September issue) in training young leaders in schools and in cities must become more personal . . . if he is to gain concrete aid.

He'll have to get involved by seeking out personally each individual leader and adviser of young people in schools and clubs and insist on complete monthly reports in detail as to their activities . . . a copy of the minutes could tell him just how effective is the training of young people in parliamentary procedure.

A good old-fashioned meeting of two to three hours fills one with mental exhilaration . . . not a farcial, cut-and-dried announcement of projects predetermined by committees without an opportunity to debate the issue or projects. It is this procedure that is hurting the training of leaders for our clubs and state convention leaders.

Ever since Gallaudet College has done away with the procedure of having student managers of sports and in its stead a graduate manager, the potential leaders of various college organizations have received less and less training in parliamentary procedure . . . and with these potential teachers, untrained in meeting procedure, one can understand why the clubs and state associations are not filling its offices with capable, trained people.

Basically, leadership training is needed in college and in schools; and only through mock meetings can one practice parliamentary procedure . . . let the NAD request such training in college and establish a six-week course in such training sponsored by a Federal agency, open to all young leaders . . . then we will see a resurgence of interest in state conventions.

D. A. Davidowitz

Spring Valley, N.Y.

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MARCH 27 to 30, 1968

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UNION LEAGUE OF THE DEAF

MORE DETAILS LATER

CHAFF From the Threshing Floor

By George Propp

WTG's famous four o'clock percolator is about the only attribute of the Sooner Sage for which we have never aspired. However, we've recently become aware of the phenomenon that time between deadlines grows progressively shorter. The Thresher consequently burns more and more midnight oil, and before long he'll be perking coffee at four a.m.

West Virginia Majorettes—A long, long time ago Chaff mentioned the fact that the West Virginia School for the Deaf and Blind had a corps of marching majorettes. A recent issue of the **West Virginia Tablet** made mention of the fact that the group has appeared before various audiences totaling two million. The group is made up of both deaf and visually-handicapped.

'Twas the night before Christmas and all through the land,
Deaf readers, G.E. blanketed, with the D.A. at hand,
Their budgets depleted, Las Vegas plans a hash,
A note on their stockings: "Dear Santa, Give Cash."

Since we wrote our last column, the Thresher has visited the Indiana and Wisconsin Schools and attended the National Conference on the Coordination of Rehabilitation and Educational Services for the Deaf in Las Cruces, New Mexico. From our school visits and from early issues of the LPF, it appears that the turnover among teachers of the deaf is much greater than it has been in the past. However, it appears that most of the mobility has been within the profession and most school positions are filled by qualified teachers of the deaf.

President Leonard M. Elstad of Gallaudet College was recently made an honorary member of the National Fraternal Society of the Deaf. The occasion was only the sixth time that honorary membership was bestowed since the NFSD was founded in 1901. In appropriate ceremonies at Gallaudet College, President Frank B. Sullivan of the NFSD presented Dr. Elstad a plaque commemorating Dr. Elstad's many years of service to the NFSD and the deaf in general.

A \$60,000 grant from VRA has been awarded the Alexander Graham Bell Association to conduct a survey of employer attitudes. This survey will be a followup of the 1963 Quo Vadis Survey of a similar nature. The scope of the new survey will be enlarged to determine future fields of employment for the deaf, changing occupational trends, and the future job market. The survey will involve a questionnaire technique and interviews. It will sample 10-20 firms in the Baltimore-Washington area. George W. Fellendorf is the project director.

Is media in education paying dividends? Plans are being made to evaluate the effectiveness of media being used with deaf learners. In the meantime—General Electric and Time, Inc. have bought up several lesser corporations and formed a subsidiary called General Learning. The corporate giants have put something like 37 million dollars into General Learning, and hard-nosed stockholders are expecting a return on this investment. So are the youngsters in school, and that includes those who are deaf.

Judge Sherman G. Finesilver will conduct a driver-training program for the deaf in the Omaha area. Four once-a-week sessions will begin on January 9. The event has been receiving fine coverage in the area news media.

From the **American Era**: A new million dollar dormitory at Central Connecticut State College in New Britain will be named in honor of Thomas H. Gallaudet. . . . Both Hartford papers, the Sunday **Courant** and the **Times** put out a special edition on the occasion of ASD's sesquicentennial. The **Courant** is America's oldest newspaper with continuous circulation of 202 years.

The Oregon School for the Deaf and both California Schools at Berkeley and Riverside are enriching their vocational offerings with a course in basic electronic assembly. This eight-week course has been developed to meet a growing demand for skills in electronic assembly.

Ends and Pieces: The New Mexico School for the Deaf, one of the pioneers in the use of closed circuit television, telecasts four hours of programs per day into three dormitories. . . . Gallaudet homecoming queen, crowned during the Frostburg State game on October 28, is Miss Nona Jo Trimble of Hanceville, Alabama. Miss Trimble is a graduate of the Alabama School for the Deaf . . . Utahans are planning a National Deaf Ski Convention to take place the week of March 10-16, 1968. . . . The 1967 amendment to the VRA Act provides for the establishment of a National Center for the Deaf-Blind Youth and Adults. The total VRA appropriation for 1968 is \$400 million and goes up to \$500 million in 1969 and \$600 million in 1970. . . . New study guides developed for CFD educational films at a workshop held at Maine's Gov. Baxter School last summer will be available to schools in the near future . . . Richard O. Wright of Washington, D.C., has replaced Gerald Adler as placement consultant for the Michigan Employment Service Commission. Mr. Adler has joined the staff of the Maryland School for the Deaf.

NATIONAL ASSOCIATION of the DEAF

Robert G. Sanderson, President

Robert O. Lankenau, Secretary-Treasurer

Frederick C. Schreiber, Executive Secy.



N.
A.
D.

President's Message

Odd Items: From time to time bits of information come to mind—stray thoughts that titillate the imagination. So what, I ask myself—and anyone else who will listen, which usually includes my patient better half—can we do about it? What should be done, if anything? By whom?

Like the extremes; for every action there is a reaction, for an extreme an opposite.

Once in a while, for example, it is necessary to remind the aggressive manualist that signs do not solve all of the problems of deafness any more than would the idealism of speech, and lip-reading or oral communication. I note, for example that a good many intelligent manualists (who are nevertheless happy) are not necessarily "successful" by whatever standards we may arbitrarily apply; and in the same breath it can be demonstrated without end that the normalcy of good speech and hearing does not necessarily guarantee either a measure of success or adjustment.

I do believe that fingerspelling and signs, properly used in good grammatical context by people who know not only the language of signs but also who know good English usage, will vastly improve the language skills of most deaf children but **not all** of them. What about those who have cerebral palsy? Severe spasticity virtually precludes expressive use of the language of signs. And, lest the intemperate oralist leap too hastily into the fray, such spasticity frequently involves the speech organs, including the tongue.

Deaf people who use the language of signs for communication probably are in the majority everywhere—or so I thought at one time. They are perhaps more visible when they congregate and thus give the impression of larger numbers. When we reflect that it is generally a minority that attends a given function, and this minority is not truly representative of deaf people in general, we start thinking: Where are the others, and what are their characteristics?

I have been truly surprised at the number of deaf adults I have met in recent months who have never had contact with the "deaf community" (as the word is used to identify those who gather for social activities). These people generally are those who have lost their hearing in the late teens or well past the period of

Call To Convention

Under authority invested in me by the bylaws, Article VI, Section 3a, I hereby issue this Official

CALL TO CONVENTION

to all Representatives and individual members in good standing of the National Association of the Deaf.

The convention will be held in Las Vegas, Nevada, beginning on the 17th day of June, 1968, and ending on the 22nd day of June or on official adjournment. Headquarters will be at the Flamingo Hotel.

All Representatives and individual members in good standing, and all Co-operating Member associations wishing to make formal changes in the bylaws should immediately prepare and send such changes to Gordon L. Allen, Chairman, Laws Committee, 2223 19th Avenue, N.E., Minneapolis, Minnesota 55418; and proposals for new business, budget matters and financing should be sent to Robert Lankenau, Secretary-Treasurer, 1575 Redwood Avenue, Akron, Ohio 44301.

An election will be held to fill the offices of President, First Vice President, Second Vice President and Secretary-Treasurer for four-year terms and of two Executive Board members for six-year terms. Please consult bylaws for qualifications.

Information and copies of our bylaws may be obtained by writing to the Home Office.

Watch **THE DEAF AMERICAN** for further announcements regarding time and program and hotel accommodations.

Robert G. Sanderson
President

November 1, 1967

language formation. Many suffered total loss, or some degree of loss, in the early years of high school and continued on with their classes for a number of reasons. Many were socially promoted; a few managed to do it on their own. Some managed to carve reasonably good lives for themselves, others failed. Some became deaf in their twenties—suddenly—after having started a family and a career; still others may have gradually lost their hearing through the insidious disease called otosclerosis or from nerve degeneration of no specific cause. And others are mature people in their forties and fifties, well set in their lives, who suffer all types and degrees of hearing loss.

Who "represents" these people? So far as I know, they have no spokesman. Nay, the "oralist" is not their spokesman, for even they are organized and quite frequently have common school backgrounds. These people generally are not even aware of the existence of organizations of, by, and for deaf people.

As a rehabilitation counselor I am privileged to have had intimate acquaintance with many such people and their needs. Again and again I am struck with their need for social life and for improved communication—yet they are generally those who have already established lan-

guage, who can speak relatively well, and who may or may not profess to lip-reading skill, and who are what the idealist would call fully integrated.

An abrupt change of "communities" is much too difficult for many of the older ones; younger ones adjust more easily. So what may be done for these people, if anything. They are unhappy, to be sure; but just whose brand of happiness should be offered to them?

Neither signs nor oralism offer the complete answer; I rather feel that community service agencies offer the most logical way of reaching the most people, and feel that the NAD must work cooperatively with interested agencies in reaching and serving the widest variety of people who are deaf. I am happy to report that we have made positive steps in this direction. We try harder anyway.

NAD CONVENTION

Las Vegas, Nevada

JUNE 17-22, 1968

NATIONAL ASSOCIATION of the DEAF



HOME OFFICE NOTES

By Frederick C. Schreiber

If we sound a little bloated this month, we are sure that the readers will forgive us. The Thanksgiving holiday is just over and the turkey is still with us as this is written.

November has been interesting. The Executive Secretary has been away from the office for a full two weeks. During these two weeks, he spent part of his time at the National Conference on Education and Rehabilitation in Las Cruces, N.M., which was a resounding success in bringing together the two Federal agencies which should have been working together for so many years—the Social and Rehabilitation Services and the Office of Education. The Executive Secretary traveled with RID Director Al Pimentel and COSD Director Mervin Garretson as well as the COSD's Administrative Assistant Lee Katz. On our plane we also discovered Dr. James Moss who was one of the keynoters at this meeting in Las Cruces. Changing planes in Dallas, we were struck with the thought that if anything happened to that particular plane, the deaf would have been in a sorry fix. The Dallas to El Paso flight had aboard about 90 of the leaders in the fields of education, rehabilitation and other organizations of and for the deaf. In fact, so crowded was the plane with notables that we sat beside Judge Joseph Pernick for a full 15 minutes before recognizing him.

Practically all of the school superintendents were on hand, as were most regional rehabilitation directors. In addition, there were a large complement of deaf people in attendance to present their views on the educational and rehabilitation needs of the deaf adult.

It is interesting to note pretty near every deaf person present was a member of the NAD. Included were President Sanderson, Ned Wheeler, assistant chairman of the forthcoming NAD convention; Tommy Wheeler of Alabama; Walter Brown, president of the Georgia Association of the Deaf; Alice Beardsley, president of the Empire State Association of the Deaf; NAD Executive Board members George Propp, Don Pettingill, Sam Block and Al Pimentel; also Beatrice Burke, wife of NAD Cultural Chairman Doug Burke; Florence Crammattee, wife of NADer Allan B. Crammattee, Dick Phillips, president of the District of Columbia Association of the Deaf, NFSD President Frank B. Sullivan; and many others.

The Executive Secretary spent most of his time in workshop sections which included Dr. Ray Jones and Earl Stevens.

Following the workshop, Ned Wheeler and the Executive Secretary flew to Las Vegas to iron out the remaining problems in connection with the June 16-23 convention at the fabulous Flamingo Hotel. Somewhere in this issue are pictures of the trip there. We are pleased to report that convention plans are shaping up well. Since the trip was the first the Executive Secretary had made to Las Vegas for many years, to be 100% accurate, it was his first trip because he just passed through the biggest little city in Nevada the other time he had been there. It was something of a revelation.

The Flamingo is a plush hotel, one of the fanciest on the Strip. To be sure, it does not stack up too well alongside its across-the-street neighbor, Caesar's Palace, but it stands out very well in spite of the competition and it is safe to say that it is the fanciest hotel the NAD has utilized in all the conventions the Executive Secretary has ever attended.

Discussions with the Sales Manager Tom Schoch elicited the information that 252 rooms had already been taken for the convention. These rooms, together with the block reserved for the East Coast Convention Club, are three-fifths of the 500 rooms set aside for us in the hotel. An additional 150 rooms have been set aside at the Castaways Hotel which is two long blocks from the Flamingo. With but 200 rooms remaining, it seems wise to get your reservations in while the getting is good. As soon as the rooms available at the Flamingo are exhausted, the Flamingo will automatically make reservations at the Castaways.

For your information, there are numerous motels and hotels in the area, including Caesar's Palace across the street, and the Dunes, which is adjoining the

Palace. However, the special rates quoted for the convention apply only to the Flamingo and the Castaways. Once these rooms are exhausted, reservations will be made for you at other motels and hotels, but probably at higher rates.

The social aspects of the program have been set up to some extent. As presently planned, we will have a reception on Monday. Tuesday night we will have a nightclub tour of the Strip. We have reserved space for not more than 800 people for this in four separate groups. Wednesday we have arranged for tours to Boulder Dam and Bonnie Springs Dude Ranch and this will be topped off with a poolside party at the Flamingo with the pool being reserved for us from 5 p.m. on.

Thursday night is for our cultural program. Friday will see the NAD's \$500 guaranteed Individual Bowling Classic get underway, and Friday evening is reserved for our customary banquet. Saturday will wind up the festivities with a farewell ball honoring the newly-elected officers of the NAD. On Sunday it is hoped that some of the conventioners will take off for Mexico while the rest of us will head for home and back to the humdrum living after a week in "Never, Never Land."

Bowling arrangements are well taken care of and reservations for the event have been made at one of the finest bowling alleys in Las Vegas. While these alleys are too far from the Flamingo to walk, bus service will be available at very reasonable rates. In fact we are instituting shuttle service so that bowlers can head for the alleys at their convenience. Herman Cahen and John Kubis are in charge of the tournament.

Leaving Las Vegas, the Executive Secretary flew to Santa Fe, N.M., to visit the school for the deaf there and sundry old friends. It must be said here that the school staff outdid itself in seeing that we were made welcome. Everyone from Superintendent Little and Principal Dillon on down were more than willing to answer questions and discuss the progress being made at the school. The visit was very instructive. We were impressed with the way fingerspelling was used as a means of communication. But even more impressive were the innovations in teaching machines and closed-circuit television as used in the school.

While in Santa Fe, we were the guests of Don and Rosalind Bradford. Don, as some of you may know, is a mathematician at Los Alamos, and in addition has quite a reputation as a bridge shark. Mrs. Bradford is supervising teacher of the school's primary department. We took pictures of the Bradfords, Don with MANIAC, a machine which he invented or helped invent, way back when, but since it is in color, we don't know if it will appear in the DA. We also took pictures of Mrs. Bradford, but our penchant for doing the wrong thing at the right time cropped up and as a result the pic-

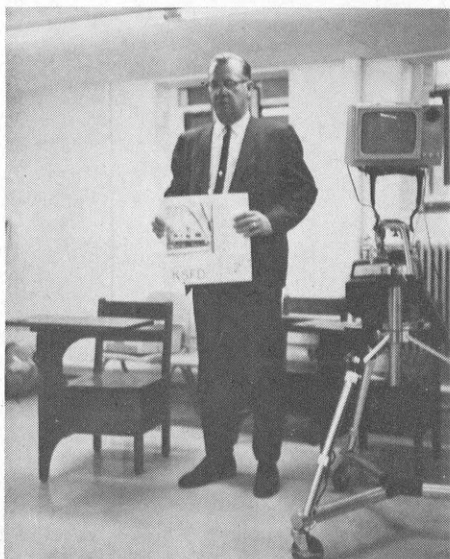
OUR COVER PICTURE

NAD Executive Secretary Frederick C. Schreiber was invited to the White House on October 3 for the ceremony at which President Lyndon B. Johnson signed the 1967 amendments to the Vocational Rehabilitation Act. One of the amendments includes a provision for establishment of a National Center for Deaf-Blind Youth and Adults. The Secretary of Health, Education and Welfare may arrange for all or part of the construction costs of the National Center by contract with or grant to a non-profit organization. The deaf-blind will receive an intensive program of specialized services, and the National Center will also conduct extensive programs of research, professional training, family orientation, education and an organized informational service for the public and interested groups and agencies.

NATIONAL ASSOCIATION of the DEAF



Superintendent James Little presents a serious mein as he discusses with Executive Secretary Frederick C. Schreiber (on other end of camera) the progress and future plans for the New Mexico School for the Deaf.



Dr. Thomas L. Dillon holds poster for NMSD's TV station KSFD-2 in the school's telecasting center. The school is one of the few that has such a setup.

ture shows her with two heads, no neck and assorted parts of her body missing, so it isn't here either.

Our visit also afforded us the opportunity of discussing the Junior NAD with Mrs. Judy Tingley and was climaxed by addressing the intermediate and advanced students of the school. The New Mexico Chapter of the Junior NAD may be small as chapters go, but what the boys and girls lacked in quantity they surely made up in quality.

Leaving New Mexico, the Executive Secretary flew into Salt Lake City to report to President Sanderson on the "state of the union." We also took advantage of the trip to look over the setup established by Utah's Department of Vocational Rehabilitation which includes President Sanderson as coordinator of services to the deaf in that state. This

was also an impressive program and one which we hope will be copied in other more populous states. In addition to a visit to the school for the deaf, the Executive Secretary attended a carnival sponsored by the Utah Association of the Deaf. And, finally, after spending three days in Salt Lake City, we winged back to Washington and the pile of correspondence on our desks.

Ann Tasseff, our administrative assistant, Carrell Parker, and RID Director Al Pimentel had all collaborated in keeping the pile down to manageable proportions but there was still a very respectable amount to attend to. Included in the mail were acceptances from several invitees to the International Research Seminar which the NAD is sponsoring next spring. And, between the increasing flow of visitors to the Home Office and the effort of keeping abreast of the mail, the time passed quickly.

The Executive Secretary also met with Dr. Boyce R. Williams, chief of the communications Disorders Branch of Rehabilitation Services Administration, regarding the International Seminar. And, on November 25, he substituted for First Vice President Jess Smith at the board meeting of the Council of Organizations Serving the Deaf, at the Woodner Hotel in Washington. Board Member Don Pettin-gill, the NAD's other representative to the COSD, was elected vice president at this meeting and Emil Ladner, representing the International Catholic Deaf Association, was elected president-elect of the COSD.

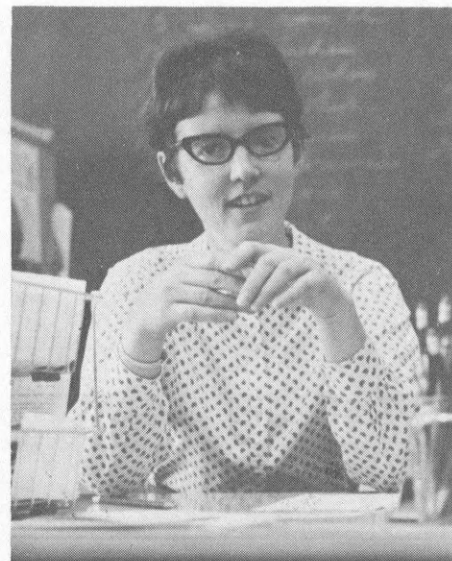
Additional meetings in the NAD office included some discussions on the Sign Language Program, for which we now have seven applications. It is hoped that there will be additional applications in the near future and selection of the director of this program can be made in time to get things underway by February 1, 1968.

Additional visitors included Mr. Joseph Lederer of the Center for Urban Education, Mr. Joe Walker of Braniff Airlines in connection with the proposed Mexican tour, Ken Huff of the Registry of Interpreters for the Deaf, Mr. and Mrs. Harvey Katz of Cleveland, Ohio, Mr. Raymond Jenkin of New Zealand, Mr. Emanuel Golden, NAD Board Member Mac Norwood and his secretary Mrs. Miriam Johnson, Mr. Willard Madsen, to name a few. Also Mr. Alfred Ederheimer who came in to sign up for the East Coast Convention Club and brought a friend, at least in spirit, so that we had four new members for the club.

The following letter was received from the Southern California Women's Club for the Deaf:

Dear Mr. Schreiber:

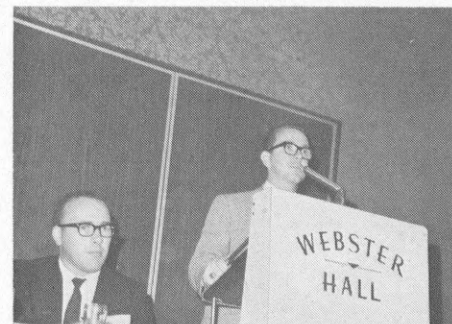
It is with great pleasure that we, the Southern California Women's Club of the Deaf, present the National Association of the Deaf with a check in the amount of \$300.00, proceeds from Luau party held at



Miss Judy Tingley, the Junior Deaf American's Executive Editor, offers a winsome smile at her desk at the NMSD, possibly because of her justifiable pride in the school's Junior NAD chapter.

Castaway Restaurant September 30, 1967, which was given for the benefit of the various organizations. The party was a whopping success.

Sincerely yours,
Anna Verburg

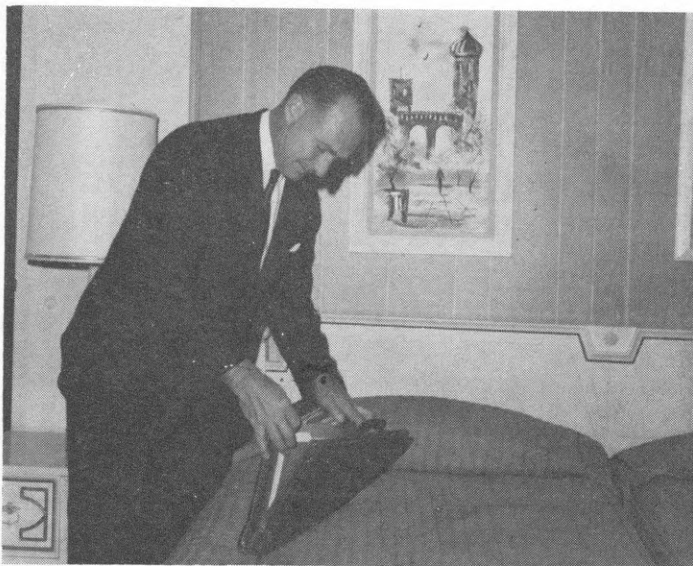


Garry Blake and Bill Woodrick, president and secretary, respectively, preside over the PRWAD convention at Hotel Webster Hall in Pittsburgh. The first convention was held October 18-19, 1967.



Dr. Gerald Fisher, head of the Hot Springs (Ark.) Rehabilitation Center, was keynote speaker at the historic first convention of the PRWAD.

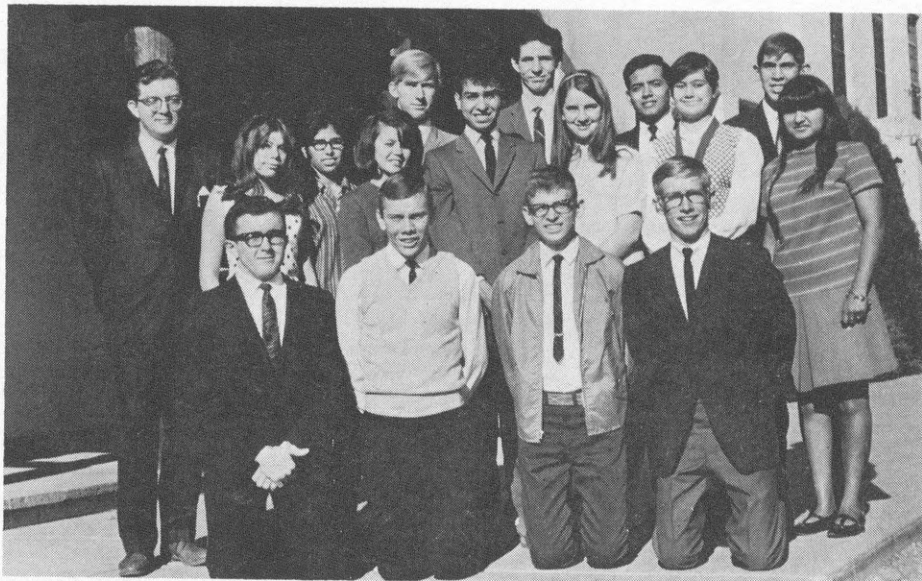
NATIONAL ASSOCIATION of the DEAF



LAS VEGAS PREPARATIONS—Left: Ned Wheeler, assistant NAD convention chairman, checks his briefcase in his room at the Flamingo prior to meeting Sales Manager Tom Schoch to go over numerous details. Right: Mr. Wheeler, Tom Schoch and his secretary, Mary Lou, and Sue Stockton pose at the front entrance of the Fabulous Flamingo, site of the NAD's 29th Biennial Convention, June 16-23, 1968.



Albert Seal, Louisiana's top rehabilitation counselor, beams at the applause gained in recognition of his outstanding achievement in vocational rehabilitation. Left to right: Gary Blake, PRWAD president, Seal, Allan Jones, Pennsylvania state rehabilitation supervisor.



NEW MEXICO CHAPTER AND VISITOR—Members of the small but very active chapter of the Junior NAD at the New Mexico School for the Deaf pose with NAD Executive Secretary Frederick C. Schreiber on the occasion of his recent visit to Santa Fe and an appearance as guest speaker.



Left to right: Ed Wilcox, Herbert Pickell and Eugene Petersen, the PRWAD's representatives to the COSD. Mr. Wilcox will replace Mr. Pickell whose term will expire April 1968. Mr. Petersen's term will be until April 1969. Both Pickell and Petersen are NADers.

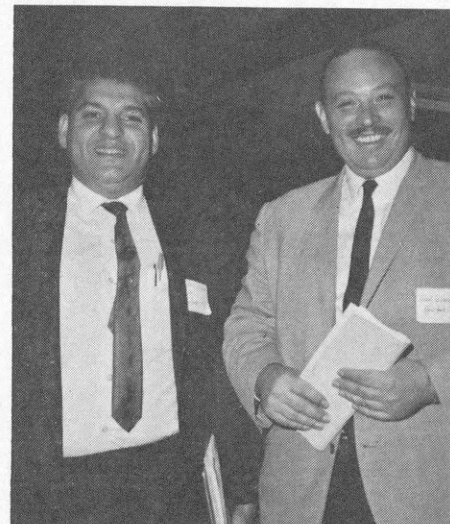
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any occasion!

Allen Sussman and Eugene Levine pose at the Professional Rehabilitation Workers Among the Adult Deaf convention in Pittsburgh. Gene is with New York's Department of Vocational Rehabilitation and Allen is with the Rehabilitation Center at New York University. Allen also serves as NAD liaison to the United Nations and World Federation of the Deaf.



THE



Junior National Association of the Deaf

PROMOTING THE TOMORROW OF ALL THE DEAF
BY WORKING WITH THE DEAF YOUTH OF TODAY

FRANK R. TURK, Director
Gallaudet College
Washington, D.C. 20002

JUDITH TINGLEY, Editor
The Junior Deaf American
New Mexico School for the Deaf
Santa Fe, New Mexico 87501

HENRY LEE DORSEY, Project Specialist
1319 Chilton Drive
Silver Spring, Maryland 20904

CHARLES A. GIANANTI, Treasurer
The Kendall School for the Deaf
Gallaudet College
Washington, D.C. 20002

New Chapter Organized At Indiana School

On November 9, a chapter of the Junior National Association for the Deaf was established at the Indiana School for the Deaf. This chapter, comprised of 130 members, was created to serve the school community. Mr. Gary Olsen and Mr. Paul Baldrige are the sponsors. Mr. Olsen brings previous experience as he was a sponsor of the Prep Jr. NAD at Gallaudet College last year.

Prior to the first meeting, Mr. Frank Turk, national Jr. NAD director, visited the school in October. In a speech on self-discipline, he spoke of the "old American tradition" as a means for a deaf individual to master himself and achieve his goals. During his stay, Mr. Turk presented Mr. Lamb, Indiana superintendent, with an orange rug with a black "I" in the center, the colors representing our school.

At the first meeting, an election of officers was held. The following were chosen: Charles Mix, president; Brenda Underwood, vice president; Melinda Chapel, secretary, and Steve Hammersmith, treasurer.

Since that time, several projects have been successfully carried out. A leaf-raking contest was held on the school campus. Classes which raked the most leaves received cash prizes for their class treasuries. A more recent project was a "slave auction." Teachers hired boys and girls on a minimum wage schedule to



INDIANA CHAPTER OFFICERS—One of the newest Jr. NAD chapters is the one at the Indiana School for the Deaf. Officers, left to right: Raymond Olson, parliamentarian; Melinda Chapel, secretary; Charles Mix, president; Barbara Underwood, vice president; Steve Hammersmith, Treasurer. Chapter sponsors are Messrs. Gary Olsen and Paul Baldrige.

perform chores at their homes. A percentage of the money earned went into our chapter general fund.

A lecture series brought Mr. Eugene F. Schick, president of the Indiana Association of the Deaf, before the chapter. Slated speakers will be representatives of the Gallaudet College Prep Jr. NAD, the National Fraternal Society of the Deaf, the Chamber of Commerce and other community organizations.

We are just beginning, but we have

plans. Our chapter, with its 130 members, will soon be the best chapter. Watch for this!—Linda Hatrak

NAD Convention--Las Vegas June 17-22, 1968

The Fabulous Flamingo, convention headquarters, has reserved 500 rooms for the National Association of the Deaf Convention. These will be assigned on a first come - first served basis. Other hotels will handle the overflow but will not offer the convention rates. Also, the Flamingo will release rooms not reserved for the NAD Convention to the general public after May 1, 1968.

Convention rates at the Flamingo: Singles—\$10, \$12, \$14.
Doubles—\$12, \$14, \$16.

For reservations, write:

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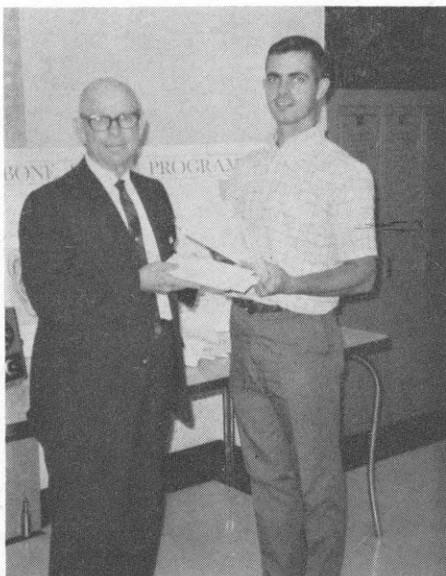
Bank Notes

By JERRY L. NORTHERN, Ph.D.

The Texas Temporal Bone Bank Pledge Program appears to be off to an enthusiastic start under the chairmanship of Don Pettingill. A big crowd turned out for the program in Houston in spite of threatening weather from Hurricane Beulah, and I trust Don will be presenting complete details about the gathering soon in THE DEAF AMERICAN. The Houston program was sponsored by the Southern Temporal Bone Banks Center and the deaf crowd so impressed the staff that Miss Betty Huffman, the center coordinator, has now enrolled in language of signs classes!

But the Texas deaf are going to have to hustle to outshine their neighbors to the north. It was my pleasure to attend with my family the Oklahoma Association of the Deaf convention in Sulphur last summer. These folks really know how to put on a convention, and I've never seen so many fingers flying so fast. They managed to work me as an interpreter and a judge for the most ugly man contest (competition for this event was pretty tough in Oklahoma!) while I was setting up shop to explain the purposes of the Temporal Bone Pledge Program.

My righthand man at the convention was Theodore W. (Ted) Griffing, who was up to his shoulders in work as the convention chairman but still found time to encourage his OAD members to join the ranks of this nationwide drive to further research in hearing problems. Mr. and Mrs. Griffing pledged their bones during the 1966 NAD convention in San Francisco and helped plan a TB program for the Oklahoma crowd. Ted's efforts netted some 55 new members for the NAD Legion of Honor and added many interesting cases of deafness to the files of the Midwest and Southern Temporal Bone Banks Centers. Ted assured me that this program was only the beginning for the Sooners. We might have the elements here for some friendly rivalry to see if the Texas crowd can gather more TB donors than Oklahoma! As you may know, we are not interested in obtaining pledges from normal hearing individuals but only pledges from the hearing impaired are being sought. It is important for you all to realize how valuable a contribution the deaf can make to the future understanding of the causes of hearing loss through this pledge program. Many of you have hearing losses that have been caused by diseases that are generally not so severe nowadays such as whooping cough, scarlet fever and spinal meningitis. Your cases are needed to help us fully understand the disease complications resulting in deafness. It has been reported that nearly half of you have possible congenital or hereditary deafness about



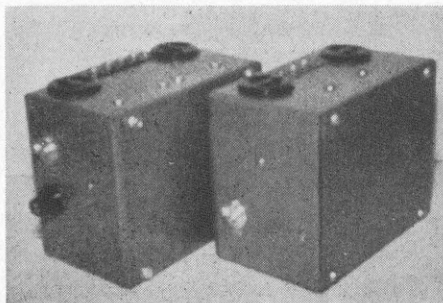
W. T. (Ted) Griffing and Jerry Northern examine some of the 55 pledges obtained in two days at the 1967 Oklahoma Association of the Deaf convention.

which we know very little. Through the study of your ear structures may come the answers to the eventual victory over deafness.

Next week we have planned a high-powered committee meeting at Gallaudet to help formulate ideas and procedures for reaching more of the deaf with our programs. Invitations for the meeting have gone to Fred Schreiber, Mervin Garretson, Ed Carney, Dick Phillips, Boyce Williams and special guests John Gough of Captioned Films and Dr. George Nager from Johns Hopkins Hospital and the Eastern Temporal Bone Banks Center.

In the next column we plan to feature the story and pictures of the Wisconsin Association of the Deaf convention in Delavan where our program was a huge success due to support from such notables as Bob Sanderson and Sam Block.

Wayne Southwell and Jerry Northern explain the procedures for pledging temporal bones to an attractive young visitor at the Oklahoma convention in Sulphur.



NATIONAL ASSOCIATION OF THE DEAF Statement of Receipts and Disbursements September 1967

Receipts	
Contributions	\$ 110.00
Special Fund Contributions	5.00
Advancing Memberships	406.50
Publications	1.75
Services Rendered	14.00
Reimbursements	19.00
Total	\$ 556.25

Disbursements	
Officers' Salaries	\$ 100.00
Executive Secretary's Salary	775.40
Clerical Salaries	350.00
Payroll Taxes	19.80
Travel	466.08
Rent	425.00
Postage	266.00
Telephone & Telegraph	64.69
Freight & Express	15.00
Office Supplies	161.80
Office Equipment	402.13
Executive Secretary's Expenses	121.36
Deaf American Support	142.00
Captioned Films	325.00
Bank Service Charge	4.50
Dues & Subscriptions	50.00
Electricity	1.55
Others	52.00
Total	\$3,742.31

The DEAF American

"The National Magazine
For All The Deaf"
\$4.00 PER YEAR



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ROBERT HARDING
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Sketches Of School Life

By OSCAR GUIRE

A Colorful Teacher

The most colorful teacher whom I have ever known was Francis Henry Ernst O'Donnel, M.C.T.D. The letters after his name mean "Master of the College for Teachers of the Deaf." This college was in Great Britain. He was my teacher two years at the California School for the Deaf at Berkeley. At first, his grade was the eighth. A Mr. Perry, a hearing man who taught the deaf many years, taught the ninth grade. When my eighth grade year ended, Perry retired. O'Donnel was made the ninth grade teacher although he did not change his room. Thus I had the same teacher and the same desk from 1912 to 1914.

O'Donnel's father was a professional soldier, a colonel in the British army. The son was in the army for a short time. He saw combat duty in India and was wounded in the hand by a bullet. One of his mannerisms in the use of the language of signs was to spread out his fingers. This could have been due to the wound. He was teaching the deaf in Australia when the California School for the Deaf offered him a job.

The British have always favored the "pure oral" method in the education of the deaf, but O'Donnel was not strong for oralism. He used the language of signs freely in the classroom. In spite of his peculiar style, his signs were easy to understand. He never tried to teach his pupils how to speak. He did not give a drill in speechreading every day. However, he always included speechreading in the monthly examinations. He was fickle about including speechreading in the average. When it was included, Mabel Bradley was at the top with the best average and I was second. At other times when speechreading was excluded from the average, I was first with Mabel second.

One time he wanted to reward Mabel and me for good work. He took us on an outing to a beach beyond the center of San Francisco. He was not satisfied with taking only two of his pupils. So he included Nora Dinsmore in the party because she was the only other girl in the class. He included Ratto, who was next to me among the boys. My idea of fun on that day was to throw jellyfish at Mabel.

At the time teachers had more freedom than they do now. O'Donnel said and did things, which are impossible for a teacher of today to get away with. For one thing he attacked the Roman Catholic Church and made fun of his Catholic pupils. For another thing he believed in spiritualism and reincarnation and preached them.

One day he announced to his class that he would teach us to see spirits. He asked us to do what he was going to do. He put his hands on his desk, palms down, and stared into space. He was absolutely still

for about ten minutes. Finally he shook himself and rubbed his eyes. He said to the class, "Did you see spirits? I saw one."

He claimed to know Jesus Christ. He asserted that Jesus was living under a secret name in Iowa. They corresponded. He (O'Donnel) could not give the Iowan's name. If it were known, the Iowan Christ would be killed. According to O'Donnel's theory of reincarnation, Buddha, the Jesus Christ of the Bible, and that secret Iowan were the same person, that is, the same soul in different bodies at different times.

He explained our deafness as punishment for something wicked done in a previous life. Our deafness was also a punishment for our parents, so he said.

It was strange of him to say such things. He had a son who was not only deaf but also retarded. He never mentioned his son. He once said that he was sorry for his wife for having had much trouble. He did not say what her trouble was. One day when I was in the living room of O'Donnel's home, I saw somebody lying on a couch in the dining room. Doubtless it was the boy, but I did not see his face. He faced the wall away from the living room. The boy never went to school. After my time at the school he was sent to a home for the feebleminded. He did not live much longer.

Today all schools would refuse to accept O'Donnel's type, even though he did not whip his pupils for not learning their lessons as teachers of 100 to 200 years ago did.

One day he startled the class by pounding on his desk. He held a sheet of paper in his left hand. He pointed to a boy and said to the class, "He is crazy." He then quoted some absurd mistake from the paper. He crumpled it into a ball and threw it at the boy.

I was O'Donnel's favorite for two reasons. One was that I knew my lessons (except in speechreading). The other reason was that he and my father were Freemasons. They met at state conventions of Knights Templar (Masons) in Oakland and San Francisco. My father was secretary of the lodge of "Free and Accepted Masons" in Colton for 26 years. All I know about O'Donnel's Masonic activity is that when he retired from teaching, he wrote articles for Masonic publications.

He had a peculiar way of punishing a pupil. It was to give him a number of sheets of paper and require him to return them the next morning filled with writing on both sides. The idea was to prevent him from having any fun in the afternoon and evening. The writing was done outside the classroom. I do not know how many sheets. I would say 20 to 30 sheets. O'Donnel did not count them when he handed them out.

On my very first day in his class he caught me talking. He put a stack of

paper on my desk and said, "Let this be a warning. If you talk again, you will have to take the punishment." I never talked again and I was never punished for any reason.

O'Donnel attacked not only the Roman Catholic Church in particular but also all churches in general as hypocritical. He did not attack the Bible. He did not seem to belong to any sect or cult. His spiritualism seemed to be his own. He gave no indication of belief or disbelief in the Christian trinity. During my last year at the school I asked him to write in my book of autographs. He quoted from memory a long verse from the Bible. It was a warning to one to remember his god when he is well and strong in his youth.

He did not talk about God. As to belief in God we can only be guided by the fact that a Mason has to believe in some god, not necessarily in the God of the Bible, but in any god of his choice. Atheists and agnostics are not eligible to become Masons.

Freemasonry is some sort of a religion, even though the members meet in a lodge room instead of a church. The Catholic church does not allow its members to become Masons because it considers Freemasonry to be a religion and it (the church) does not recognize any religion except its own.

The Lutheran church is opposed to Freemasonry for a different reason. Its reason is that Freemasonry encourages deism and belief in salvation by work instead of salvation by faith.

The Masons have their own edition of the Bible. Instead of the usual black flexible covers it has hard blue covers. My father had a copy. I did not see it until several years after his death. The printed and handwritten material on the inside of the front cover of his copy shows that it was presented to him in ceremony at a Masonic meeting.

Knights Templar (Masons, more advanced than Free and Accepted Masons) hold a special full dress meeting early on Christmas morning. They carry their uniform, shako, and sword in a suit case specially made for this purpose between home and meeting place.

John F. Kennedy of Massachusetts was the first Catholic to be elected President of USA but Alfred E. Smith of New York was the first Catholic to be nominated for President. My mother was active in politics. At one time she was the chairman of the San Bernardino County Central Committee of the Democratic Party. She was twice a delegate to the national convention of the party. She worked hard for Alfred E. Smith's election. Some Masons started a movement to prevent my father's re-election as secretary. The movement failed and he continued to be re-elected again and again until he was too old to serve.

My father never went to church. Freemasonry was all the religion he had. My mother was not a strong churchgoer. She sometimes went to the Methodist church until the minister tried to force her to stop

(Continued on page 29)

FRONTIERS OF SCIENCE

THE WORLD OF SILENCE - Part 1

OF ALL THE SENSES THAT MAKE US AWARE OF THE PHYSICAL WORLD, **HEARING** MAKES PERHAPS THE MOST INGENUOUS USE OF SCIENTIFIC PRINCIPLES.

THE HUMAN EAR IS SO SENSITIVE IT CAN SINGLE OUT INDIVIDUAL NOTES IN A TORRENT OF ORCHESTRAL MUSIC OR DETECT A FAINT TAP IN THE ROAR FROM AN ENGINE.

IT CAN HANDLE, WITHOUT DAMAGE, SOUNDS **TEN MILLION TIMES LOUDER** THAN THE QUIETEST SOUND THAT IT CAN HEAR.

AND YET FOR CENTURIES THE DISEASE OF OTOSCLEROSIS CONDEMNED MILLIONS — AS IT DID BEETHOVEN BEFORE HE WAS 30 — TO THE EERIE WORLD OF **TOTAL SILENCE**, AND SCIENCE COULD DO NOTHING.

FRONTIERS OF SCIENCE

THE WORLD OF SILENCE - Part 2

THE REMARKABLY COMPLEX MECHANISM INSIDE OUR ORDINARY-LOOKING EARS BEGINS WITH THE EARDRUM, ON WHICH THE AIR PRESSES FROM BOTH SIDES WITH A FORCE (AT SEA LEVEL) EQUAL TO **ONE TON PER SQUARE FOOT**.

THE AIR **BEHIND** THE EAR-DRUM REACHES THE MIDDLE EAR CAVITY THROUGH THE **EUSTACHIAN TUBE**, FROM THE BACK OF THE NASAL PASSAGE.

THIS TUBE ADMITS AIR TO THE MIDDLE EAR TO PREVENT THE EARDRUM FROM BEING BURST INWARD BY A CHANGE OF PRESSURE — AS WHEN AN AIRCRAFT SUDDENLY DESCENDS.

HAMMER
ANVIL
STIRRUP

EAR DRUM
INNER DRUM

THE MIDDLE EAR ALSO CONTAINS THREE TINY BONES, WHICH, ACTING LIKE LEVERS, MAGNIFY ANY MOVEMENT OF THE EAR-DRUM **NEARLY SIXTY TIMES** IN AN INNER DRUM.

FRONTIERS OF SCIENCE

THE WORLD OF SILENCE - Part 3

SIGNALS TO BRAIN

DRUM MOVES

PRESSURE IN FLUID FLUCTUATES

MOVEMENTS OF THE EAR-DRUM, MAGNIFIED BY THE LEVERS, MAKE THE INNER DRUM COMPRESS FLUID IN THE CLOSED INNER EAR, CAUSING ELECTRIC SIGNALS TO BE SENT BY NERVES TO THE BRAIN, — AND WE "HEAR" A "SOUND".

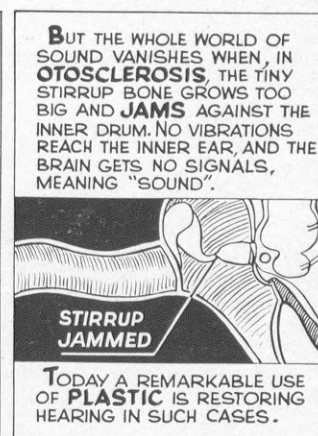
BUT HOW DOES A DISTANT SOUND MOVE THE EARDRUM? IMAGINE A TUNING FORK AT REST, SURROUNDED BY MOLECULES OF AIR, ALL MOVING AIMLESSLY ABOUT, SOME HITTING THE FORK ON ALL SIDES OR EXERTING "PRESSURE" ON IT.

THE FIRST TIME THE FORK VIBRATES, IT KNOCKS SOME OF THE MOLECULES SIDWAYS, CROWDING THEM TOGETHER INTO A BUNCH OR REGION OF **HIGHER PRESSURE**.

THIS BUNCH OF MOLECULES KNOCKS INTO OTHERS, PASSING ON THEIR EXTRA ENERGY. THE RESULT IS A **WAVE OF HIGHER PRESSURE MOVING AWAY FROM THE FORK** AND EVENTUALLY STRIKING THE EARDRUM.

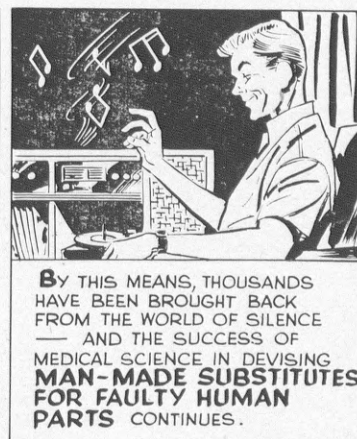
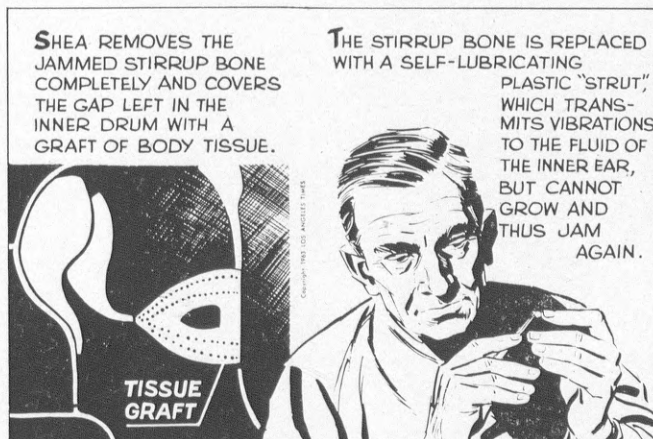
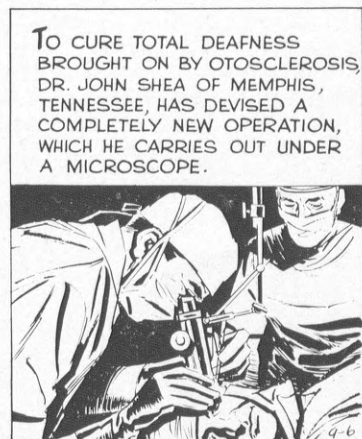
These strips from "Frontiers of Science" pertaining to the sense of hearing and hearing impairment are reproduced by permission from the Los Angeles Times Syndicate. Hundreds of daily newspapers across the nation ran this series in September 1967, one at a time. For clarity, all five strips appear here and on the following page.—The Editor

VISIT LAS VEGAS NAD Convention June 17-22, '68



FRONTIERS OF SCIENCE

THE WORLD OF SILENCE - Part 5



Sketches of School Life

(Continued from page 27)

working for Smith's election. After that she never saw the inside of a church again.

One day O'Donnel told the class that if we dug deep enough, we would land in China. He was in a humorous mood. Everybody was afraid of him. I suddenly felt an irresistible urge to contradict him. I said to him, "No, not in China, but in an ocean." He looked at me doubtfully and I added, "I can prove it by the globe in the library." He said, "Go and bring it." I was absolutely sure of myself. Why? How? Three or four days before for some reason now forgotten I had looked at the globe to see what was on the side of the earth opposite Berkeley. When he examined the globe, he admitted that I was right and praised me to the class for being stubborn. It is good to be stubborn when one is right. But if I had been stubborn about something else and turned out to be wrong, what would he have said?

There was no Sunday school at the California School for the Deaf. It was (and is) a violation of the state constitution to teach religion in a tax-supported school. O'Donnel was strong on teaching ethics. He gave lessons in ethics. We did not like them much because they were too abstract for most of us. He also used big words which were difficult for most of us to understand and remember.

Though there was no Sunday school, we

had to go to chapel on Sunday afternoon. The men teachers took turns at giving a "sermon." The sermon itself was not religious. The closing prayer was the only religious feature. The sermons were more or less ethical. O'Donnel was the dumbest talker. He always talked about character in an abstract way which puzzled and bored us. The other teachers' sermons were not bad. They talked in a simpler and more interesting way. In addition O'Donnel talked longer and prayed longer than the other teachers.

O'Donnel was good to me while he was my teacher. But I appraised him objectively and his ways did not endear him to me. Later when I attended the University of California, I worked and lived at the school. A teacher told me that O'Donnel seemed to be hurt by my failure to call on him. I did not feel like being a hypocrite and calling on him.

I am writing this article about him because I consider him to be one of the most important personages in the history of the school and one of the most interesting personages in my own history.

O'Donnel was not without his good point although it was outside the classroom where he displayed his better side. He was some sort of employment bureau for the deaf. Through his Masonic connections he helped many deaf people obtain work. I have never heard of another teacher who could do so much for the deaf. He and his wife employed a deaf woman as a housemaid.

The deaf of California have a long history of active interest in the school. They forced one teacher and three principals (superintendents to you) out of the school on grounds of old age or incompetence. They never tried to make trouble for O'Donnel. Whatever they might have thought of his temperamental fitness as a teacher, they were grateful to him for help in employment.

When Principal Milligan died, O'Donnel tried to get the principal's place but Head Teacher William Caldwell was promoted to it and O'Donnel was promoted to Caldwell's old place. O'Donnel was head teacher when I attended the university and lived at the school. He seemed to be a different man. I did not hear of him saying and doing crazy things like those described in this article. Walter Krug was one of his pupils. Krug was the professor of biology at Gallaudet College, who died in 1962. When I told him what O'Donnel had said and done during my school days, he did not believe me. He thought that O'Donnel was a fine man.

I do not know what made O'Donnel change so late in life. Perhaps he hoped to succeed Caldwell as principal. The latter was old and the former looked much younger. But O'Donnel's health began to fail and he retired in a few years after my graduation at the university in 1923. It was before the deaf of California decided that Caldwell was too old for his job and put pressure on him to retire.

N A D 1968 CONVENTION

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With
thousands
of deaf friends
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never enjoy Las
Vegas more.

The NAD is **YOU** ... Many things are happening in the world of the deaf — Cultural Programs, the NTID, a Model High School, National Theatre of the Deaf, Sign Language Programs, the COSD, International cooperation, etc. ... Help shape these events ... Come to Las Vegas ... **YOU** are the NAD.

CONVENTION BUSINESS PROGRAM

OFFICIAL ENTERTAINMENT

SUNDAY — Captioned film

MONDAY — Exhibits, Reception

TUESDAY — Exhibits, Group Luncheons,
Night Club Tours

WEDNESDAY — A.M.: Boulder Dam Tour
P.M.: Poolside Lawn Party with
Buffet Supper

THURSDAY — NAD Cultural Program and Bowling awards

FRIDAY — Bowling Classic, Cocktail Hour and Banquet

SATURDAY — Grand Ball

SUNDAY — Registration (all day)

MONDAY — Registration and General Assembly

TUESDAY — Registration and Council of Representatives

WEDNESDAY — Open

THURSDAY — General Assembly

FRIDAY — Council of Representatives

SATURDAY —
Council of Representatives,
if necessary.

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Organize a group — charter a jet or a bus, or form a caravan Take the scenic route west Special convention rates at the Fabulous Flamingo Live it up in Las Vegas, June 17-22, 1968.

Remember that states
sending delegates
will share the
convention
proceeds.

NOTE: You must be a member of the NAD or of a Cooperating Member Association. Proof of membership will expedite your registration. Convention program is tentative and subject to change.

GET THINGS DONE .. HAVE SOME FUN

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For the past few months we have been concentrating on the task of rounding up top athletes for the FIRST National World Games for the Deaf tryouts which will take place at the California School for the Deaf, Berkeley, Friday and Saturday, August 9-10, 1968.

The objective of the Berkeley classic is to have our country represented in Belgrade by the most powerful contingent of deaf athletes ever to have represented the United States in the World Games for the Deaf.

The tryouts will be in track and field, swimming and tennis for both boys and girls, wrestling and also table tennis for both boys and girls.

This meet will enable the United States WGD Committee to find out who should represent the United States in these sports for Yugo 69.

Full details of the Berkeley classic will be announced later.

For further information and entry blank write to:

ART KRUGER, Chairman
USA World Games for the Deaf
Committee
 10625 Eastborne Avenue #1
 W. Los Angeles, California 90024

We spent a very profitable Thanksgiving weekend with the Ken Nortons up in Concord, Calif. While there we worked very closely with Ken as to plans for the Berkeley show and also paid Dr. Hugo F. Schunhoff a visit. We assure you that the Berkeley classic will be GREAT, so don't miss it.

Dr. Schunhoff reported that he has had detailed discussions in the Division of Special Schools and Services, including other appropriate individuals concerned in Sacramento, with regard to the California School for the Deaf at Berkeley being the host facility for the tryouts next year, and that the important people in Sacramento are in full support of that idea and want to provide first class service. Now we are pleased to announce that the school will provide dormitory sleeping facilities three nights (Thursday, August 8 - Saturday, August 10) and eight meals (evening meal, Thursday, August 8, through breakfast, August 11). Facilities are for participating athletes, coaches and officials only.

When we visited the University of California in Berkeley, only a few blocks from the California School for the Deaf, we felt that our tryouts should be held there. Dr. Schunhoff, the school superintendent, Dave Fraley, the school athletic director, and Ken Norton, the general chairman of the tryouts, are now working to see that we get the use of the excellent ath-



This group of top-notch tennis players in the East took part in the Class A tournament held at Boston, Mass., last October sponsored by the Four Seasons Club for the Deaf. Standing, left to right: Ramendra Roy, David Burnes, Betty Burnes, Celia Hobson and Dale Noll. Kneeling, left to right: Chuck Johnson and Cary Hobson. All will participate in the national WGD tryouts at Berkeley, Calif., August 9-10, 1968.

letic plant of the University for our tryouts.

* * *

Sometime ago we sent out preliminary entry sheets for tryouts in tennis to 20 known top deaf tennis players in the country, and to our surprise 19 out of 20 have replied and said they will definitely participate in the Berkeley classic. Most of them are from the East.

And speaking of tennis, there is a club of the deaf which we feel all of AAAD member clubs should emulate. The name is "Four Seasons Club of the Deaf." This club was established to promote year-round activities for about 50 members in the vicinity of Boston area who are interested in getting together for sports. It is somewhat a private club newly-formed about seven years ago, and it usually has a meeting twice a year. Its activities include beach parties, bicycle tours, mountain climbing, skiing, canoeing and tennis, for each of which a different chairman volunteers. There are about six chairmen in charge of each activity.

Dale Noll of Dedham, Mass., is tennis chairman, working on the arrangement of weekly schedules from May to September and also assigning players to "A" and "B" teams for the annual tournament. Below are results of the "A" tournament which took place last October:

Chuck Johnson of Lexington, Mass., defeated David Burnes of Woburn, Mass., 6-3, 8-6
 Ramendra Roy formerly of India but now of Hartford, Conn., defeated Betty Burnes of Woburn, Mass., 6-1, 6-2
 Dale Noll of Dedham, Mass., defeated Richard McElwain of South Sudbury, Mass., 6-0, 6-1
 Celia Hobson of Tewksbury, Mass., defeated her husband, Cary, 6-2, 6-1

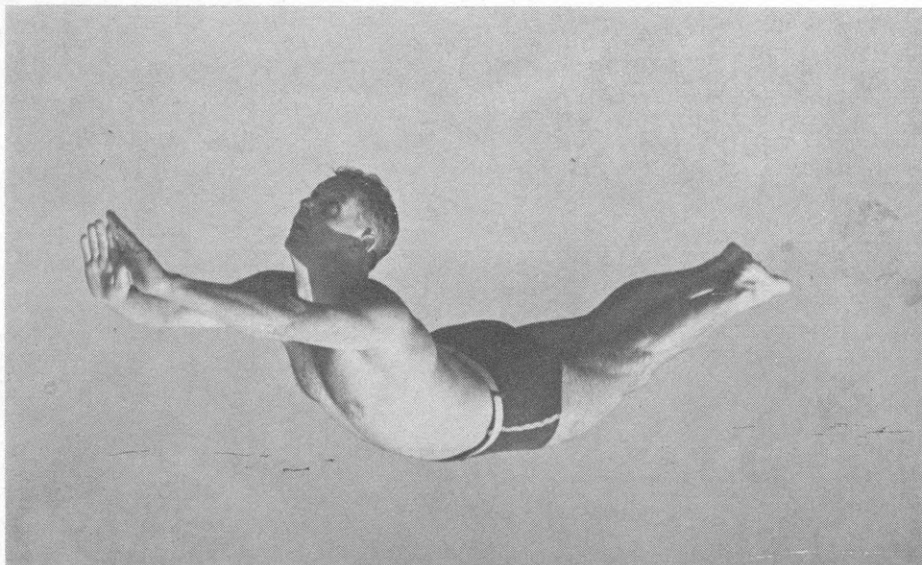
Chuck Johnson defeated Ramendra Roy, 6-3, 9-7
 Dale Noll defeated Celia Hobson, 6-4, 7-5
 Chuck Johnson defeated Dale Noll, 7-5, 4-6, 8-6 (championship)
 Ramendra Roy and Celia Hobson were tied for third place as the match was incomplete.
 David Burnes took fifth place by defeating Richard McElwain, 6-8, 6-4, 7-5.

* * *

It may interest you to know that last May, Dale Noll, pairing with a hearing player from Duxbury, Mass., won the Suburban Indoor Tennis League championship at the Suburban Indoor Tennis Center in Randolph, Mass. They won in straight sets, 6-4, 6-4, from the team of Larry Murray of Randolph and Dee Feldman of Newton.

We read an item in the recent edition of the *Missouri Record* to say that Clemens Dillenschneider passed away at the age of 71 years last October 22. He was a topnotch diver during his younger days and was selected for the United States Olympic swimming squad in 1924.

There are not many topnotch deaf divers in the world these days. The United States was the only nation to enter three divers in the '57 International Games for the Deaf events held at Milan, Italy, won by George Trudeau of Worcester, Mass., who was then one of the top AAU divers in the New England states. The United States again was the only entry in the '61 Games at Helsinki, Finland, and Don Morris of Birmingham, Mich., at that time runnerup in the state high school finals, got a gold medal. However, at the '65 Games in Washington, D.C., four nations—USA, Australia, Argentina and Mexico took part in the diving competi-



During the twenties Elmer E. McVicker, then of Columbus and Toledo, Ohio, was one of the top-notch fancy divers in the United States but was nosed out for a chance to make the United States Olympic squad in 1928. A five-time Ohio State AAU champion and National YMCA champion in 1931, McVicker now lives in Sylvania, Ohio, and is 63 years old. In the above picture Elmer gives a diving exhibition before a large crowd at Toledo's Scott Park swimming pool way back in 1931.

tion, won by Barry Knapman of Australia, and Ray Parks, who excelled in AAU-sponsored diving meets in Virginia and the District of Columbia and at one time was Virginia state AAU champion, took the bronze medal.

There was to be a first time diving competition for women at the '65 Games, but it was cancelled due to lack of three national team entries (new CISS ruling), even though we had our three top women divers, especially Kitty O'Neil of Anaheim, Calif., entered.

In bygone days there was another deaf diver who was among the best in the United States. He is Elmer E. McVicker of Sylvania, Ohio, now a handsome 63-year-old gentleman who looks to be in his 40s. Wearing the colors of Columbus "Y" and later the Toledo "Y", Elmer was five times Ohio state AAU diving champion, and in 1931 he won the national YMCA diving championship in Chicago. He was in diving competitions in 24 states in 1927 and 1928 under the colors of Columbus Athletic Club and was nosed out for a chance to make the United States Olympic diving team in 1928.

* * *

An announcement was received from Simon Carmel recently to say that there will be the new National Deaf Ski Association convention which will take place at Park City, Utah, March 10-16, 1968.

Main purposes for this convention: 1) for the interest and enjoyment of all deaf skiers in the United States; 2) to improve skiing skills by means of learning from top-notch ski instructors, who will use fingerspelling in classes for beginners up to experts; 3) to learn about racing techniques from experienced competitors; 4) to improve relationships between the hearing United States Ski Association and deaf skiers; 5) to affiliate with the American Athletic Association of the Deaf and to cooperate with the AAAD in locating the best qualified skiers for the future USA deaf ski team, and 6) to better our rela-



Elmer G. McVicker as he appears today.

tionships with Canadian and European deaf skiers.

The Ski-Week Package included with reservations has the following:

- 7 all-day lift passes
- 7 half-day ski lessons (classes for beginners up to experts)
- 7 nights lodgings
- 7 days breakfast and dinner
- Ski race tourney
- Classes for racing techniques
- Coal mine sightseeing
- Variety of Apre-Ski night life and dancing
- Ski movies, including the 1967 World Winter Games for the Deaf at Berchtesgaden, West Germany, last February
- And many others!

The above package costs \$98 for room with double or twin-bed and bath; \$85 for dormette rooms that hold four people and have wash basins; \$79 for dormitories. There will be a registration fee of \$3 to help defray convention expenses.

Those interested in attending this convention, should send a \$25 deposit or complete payment by January 31, 1968, to Arthur Valdez, Program Chairman, 418 East 8th South, Salt Lake City, Utah 84111.

☆☆☆☆ — RECOMMENDED

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Of The Deaf

NATIONAL CHAMPIONSHIP

BASKETBALL TOURNAMENT



MARCH 27-28-29-30
1968

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The South Dakota School For The Deaf

by WILLIAM RANSDELL

The South Dakota School for the Deaf was established nearly a decade before the state of South Dakota was created. This was possible since the Dakotas were not granted statehood until the fall of 1889.

The earliest provision for the education of the deaf in the Dakota Territory appears to have taken place around 1879. It was at this time that the territorial government recognized the needs of the deafened children within its borders and took action on the matter. An agreement was made with the Iowa School for the Deaf at Council Bluffs whereby all deaf children in the Territory could obtain their education at that institution.

The second step in the education of the deaf in the Dakota Territory occurred in 1880. An Episcopal minister by the name of Thomas B. Berry, who was married to a deaf woman, moved to Sioux Falls. He has been an instructor in the New York and Maryland Schools for the Deaf.

In the course of his work, Rev. Berry came into contact with some deaf children living in Sioux Falls and the vicinity. He began giving instruction to them at his home. There could never have been more than five of these children at any one time and the classes were never on a regular basis. It became apparent to Rev. Berry that the educational needs of these children were not being met. Realizing that the parents of these children could not bear to send them as far as Council Bluffs he undertook the task of providing a means for them to obtain an education closer to home.

The major problem confronting Rev. Berry was to interest the territorial government in providing a facility for the education of the deaf. His home was no place for a school. If the children were to make real progress, there had to be a school. It therefore became his aim to work for the establishment of a school for the deaf in the Dakota Territory.

Rev. Berry realized that it might take years before he could put over the idea to the territorial legislature. In the meantime, what were the deaf children of the Territory today, those who did not attend the Iowa School? At that time Rev. Berry made a historic decision. On December 17, 1880, he rented a private dwelling and created the first school for the deaf in the Dakota Territory. Miss Jennie Wright, a teacher at the Nebraska School for the Deaf, came to Sioux Falls and became the first teacher of the new school. Rev. Berry became its first superintendent.

At first the school was supported entirely by funds donated by generous citizens of Sioux Falls and the surrounding area. Rev. Berry and Miss Wright contributed no small sum to their cause. However, recognition by the Territory



SUPERINTENDENT—Arthur Myklebust, head of the South Dakota School since 1939, is a graduate of Augustana College. He received his master's degree from Gallaudet College in the education of the deaf. Upon leaving Gallaudet he served as principal of the Montana School and was on the staff of the Iowa School prior to accepting the superintendency of the South Dakota School. He has also done graduate work at the University of North Dakota and has completed 22 hours beyond the master's degree. Mr. Myklebust has been active in community affairs. He has been past president of the Kiwanis Club, has served as district governor of the Minn-Dakota Kiwanis, has been chairman of the Boy Scout Council, the YMCA and has served in various capacities on many boards of the First Lutheran Church, to mention a few activities. At the present time he is president of the board of regents of Augustana College in Sioux Falls. Throughout the years he has been on many committees, both state and national, which were concerned with the education of the deaf.

was not long in coming. Soon a new building was rising on the present site of the school. It was at this time that fate struck a sad blow. On June 19, 1881, Rev. Berry's wife passed away. Soon afterwards he took his three children and returned to the East. Here ended the story of a great man whose works live on to this day.

On October 19, 1881, a new two-story building was ready for occupancy and the school opened for its second year. The five pupils who were in attendance the year before as well as their teacher, Miss Wright, were the first to set up living quarters in the new building. Miss Wright was appointed to be both teacher and superintendent. However, she relinquished these positions a few days later to marry Mr. Daniel Mingus.

Following Mr. Mingus as head of the new school was a deaf man, James Simpson. Mr. Simpson was a brother-in-law of Mrs. Mingus. He came to the new school from the Iowa School for the Deaf, where he had been serving as an instructor. During Mr. Simpson's administration, 1881-1903, the institution grew from a school of only one building and an enrollment of seven to a comparatively

well-equipped and housed institution with fifty-four pupils enrolled.

In the fall of 1889, the Dakota Territory was divided and the states of North Dakota and South Dakota were created. Shortly afterwards North Dakota established its own school for the deaf.

After Mr. Simpson came Miss Dora Donald, who served in the capacity of superintendent of the school from August 1, 1903, until she was succeeded by J. D. McLaughlin, who served from 1903 to 1910.

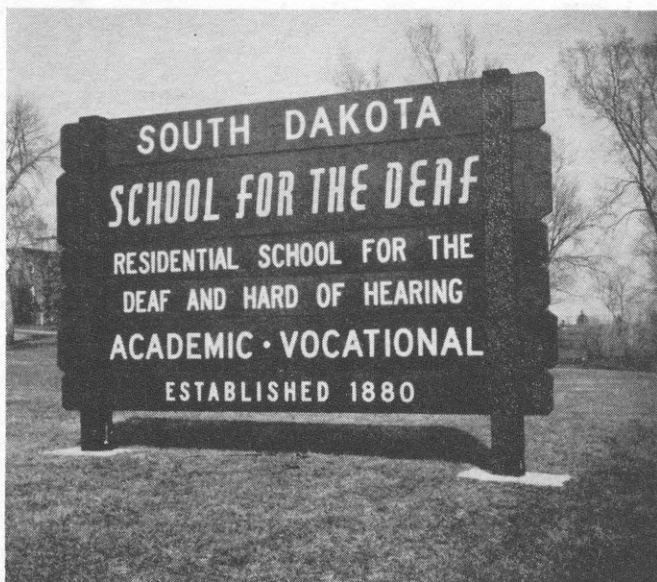
Next to be at the helm of the school was Howard W. Simpson. He was the son of James Simpson. After him came Harry L. Welty, E. S. Tillinghast and the present superintendent, A. S. Myklebust.

It is too early for history to record the reign of the present superintendent, A. S. Myklebust. However, it can be said that he has been most energetic and understanding in his work; that he has promoted the school at every opportunity and has constantly fought for the betterment of the deaf as a whole. Perhaps this strong desire of his to be of assistance to all deaf people could be traced to his interest in two deaf people that he loves very dearly, a brother and a sister. Another brother, Helmer R. Myklebust, also works in the area of the deaf and is presently on the staff of Northwestern University. In addition, he has another sister, Mrs. Esther Simonson, who is also an active teacher of the deaf.

The school, under the able direction of Mr. Myklebust, has throughout the years kept abreast of the changes in education of the deaf. South Dakota has consistently sent a number of its students to Gallaudet College. In this regard, percentagewise it would rank near the top when compared with other states. The oral-aural method of instruction is used wherever possible but instruction is not limited to any one method.

Recent staff additions have included the following: a psychologist, an audiologist, a speech therapist, a part-time commercial instructor and a librarian. Three of the present educational staff are Gallaudet College alumni. They are David Carlson, who teaches printing and his wife, Bettie, who is the art and homemaking teacher, and Miss Evelyn Voegelé, who joined the staff last year and supervises the library and also teaches the older girls physical education classes. Bruce Becker, another Gallaudet alumnus, is head supervisor for the older boys in the dormitory.

The South Dakota School has been very much aware of Federal aid to education and has inaugurated a number of new and exciting programs under NDEA and the various titles of the Elementary and Secondary Education Act. These have drawn attention to the school and to edu-



Left: This sign may be seen at the entrance to the campus of the South Dakota School for the Deaf at Sioux Falls. Right: Business education students are shown practicing on an IBM keypunch machine.



AUTHOR—William Ransdell joined the staff of the South Dakota School as principal in 1964. A native of Illinois, he became interested in education of the deaf while working at the Illinois School for the Deaf as a student at Illinois College. He has a master's degree from Gallaudet College and has done graduate work at San Fernando Valley State College and the University of Illinois. Mr. Ransdell has taught at the Illinois and Florida Schools and was principal at the Wisconsin School for seven years before moving to South Dakota. He has also been an instructor in the Augustana College teacher training program for several years.

cation of the deaf from all over the state. This has led and is leading to more recognition of the school and to a better understanding of the deaf and deafness.

The school has established a new hearing and speech center which was formally put into operation during the fall of 1966. With this addition the school has been able to perform better diagnostic evaluations for its presently enrolled 125 students and also extended these services to others within the state who have need for this type of service. At the present time the school is in the process of establishing an instructional-media center to take advantage of this rapidly developing means of instruction.

Throughout the years the school has



PRESCHOOL CLASS—Miss Flora M. Grinde, shown here with two preschool pupils at the South Dakota School for the Deaf, has taught there for over 20 years.



Mrs. Martha Hoyme, social studies teacher in the South Dakota School's high school department, with several members of the freshman class.

offered a program in the athletic department which has been second to none. Despite its small enrollment, South Dakota fielded a football team until a few years ago. Numerous trophies attest the ability of various individuals in track. The basketball teams have had their ups and downs, but they have had a number of outstanding players at various times.

Due to Mr. Myklebust's efforts a teacher training program to prepare people to teach the deaf has been in operation at Augustana College in Sioux Falls for a number of years. This has resulted in training many teachers of the deaf who are now teaching in various schools for the deaf in the United States and Canada.

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JUNE 17-22, 1968

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